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A QUALITATIVE STUDY SUPPORTING THE DEVELOPMENT OF
A COMMUNITY FAMILY LITERACY CENTER IN
ISOLATED COMMUNITIES

A Thesis
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Reading/Language Arts

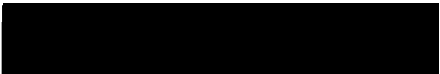
by
Sioux Annette Rees-Mitchell
September 2007

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Approved by:


Diane Brantley, First Reader

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ABSTRACT

This qualitative study explored the literature on attributes of successful Community Family Literacy Centers and before and after school tutoring programs. Community Family Literacy Centers are localized places where families can build literacy skills in a supportive and safe environment. A successful Community Family Literacy Center can provide many necessary needs of the community. It can provide literacy services for both children and adults, while also providing tutoring support services for local schools to help support economically disadvantaged children and English Language Learners in academic achievement.

An interest survey was designed to determine if parents and caregivers in a small, isolated community with limited resources would be interested in a Community Family Literacy Center. The survey was translated to accommodate Spanish and Hmong speaking parents and caregivers. Two hundred and eighty participants responded to fifteen open-ended questions. The questions were designed using a five-item Likert-like scale format along with a response section, therefore creating a mixed-method design that allowed parents and caregivers an opportunity to personally respond. These questions were grouped into

several categories based on the potential interests and needs of the parents and caregivers such as academic support for children, academic resources, availability and convenience, childcare accommodations, and parent education programs. Results indicated parents and caregivers are strongly interested in many of the services that would be offered at the Community Family Literacy Center thus substantiating the need for such centers in small, isolated communities.

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CHAPTER ONE

INTRODUCTION

Community Family Literacy Centers

The most crucial component in the current discussions about how schools can best help children with literacy skills is family support. The family is the most valuable resource for schools to turn to for help with students that need academic support. Even before a child enters a formal school setting, the child's literacy skills have begun to develop in the home. Families begin this literacy foundation for their children's academic success.

Community Family Literacy Centers (CFLC) offer a place for families to be supported in providing literacy skills and tutoring for their children. These centers allow the community to become involved in helping children develop literacy skills which can expand the resources of schools and broaden students' experiences (Programs Stress, 2004). They also provide a place where adults can strengthen their own literacy skills along with their children in a supportive, learning environment. Research supports Community Family Literacy Centers in several different areas for promoting literacy: a) the influence of the home attitude towards reading and education, b) the

influence of the home environment towards reading, and c) the influence of shared reading activities between the parent and child (Daisey, 1991). These factors contribute greatly to the academic success of a child by helping to build their literacy skills.

Community Family Literacy Centers can also make available a place where isolated school districts can offer disadvantaged children the tutoring services needed to help support their academic achievement. Also, parents can learn valuable skills to help their children in the supportive Family Literacy Center environment. According to a 1999 study by Leslie and Allen, a correlation was found to exist between academic participation and parent involvement. This involvement included in-services that trained parents in how to help their children read at home. Children received leveled-reading books and their parents completed a reading verification form for each of the books that the children read. This form contained information as to whether or not the children read with the parent or by themselves. The study concluded that the children with parent participation had significantly increased in reading achievement.

A Community Family Literacy Center could significantly help support this parent involvement. It

could provide the parent training, tutoring and materials that are necessary to help support parents in helping their children read at home.

Background to the Study

English Language Learners and Economically Disadvantaged Students

School districts that have Title I schools are in need of a Community Family Literacy Center because of their large populations of at-risk students. In Title I school districts there is a high percentage of students who are economically disadvantaged (Improving Basic, n.d.) and/or large populations of students who speak English as a second language. In California there are over 1.5 million English Language Learner students (California Department of Education, Safe and Healthy Kids Program Office, 2007) and approximately 3 million students on free and reduced lunch (California Department of Education, Educational Demographics Unit, 2007). This statistic is used by the federal and state governments to determine economically disadvantaged students in a school district. According to the California Department of Education, the amount of students who scored below basic and far-below basic, in the subgroup categories of English Language Learners (ELL) and economically disadvantaged students is

significantly higher than that of students in other subgroup areas (Overview of California's, n.d.). A Community Family Literacy Center could help support Title I districts with high populations of economically disadvantaged and English Language Learner students.

Supplemental Educational Services

Supplemental services are a component of Title I of the Elementary and Secondary Education Act (ESEA) as reauthorized by the No Child Left Behind Act of 2001 (Improving Basic, n.d.). The importance of early reading skills in elementary schools has become the focus of national attention with President George W. Bush's No Child Left Behind Act (NCLB) of 2001. This reform act was created to help students who are economically disadvantaged to reach levels of academic proficiency in education (No Child Left, n.d.). The services provided by the supplemental educational programs include tutoring or other supplemental services in before or after-school interventions that make strides to improve academic achievement (No Child Left, n.d.). This part of the act provides extra academic support for all students, including English Language Learners (ELL) and low-income families that attend underperforming Title I schools. If funds are insufficient, then the school district provides

services for those students who are ranked to be the lowest-achieving in the school.

According to the Supplemental Educational Services: Title I, Section 1116(e) of the Supplemental Education Services Non-Regulatory Guidance:

Supplemental education services are additional academic instruction designed to increase the academic achievement of students in low performing schools. These services may include academic assistance such as tutoring, remediation, and other educational interventions, provided that such approaches are consistent with the content and instruction used by the local education agency and are aligned with the State's academic content standards (U.S. Department of Education, 2004).

Higher-performing school sites within the same school district can also offer supplemental services to other school sites. Nearby school districts that are not on the California State's underperforming list is another option for supplemental services for lower performing school districts.

Schools qualify for the supplemental services when they do not meet the requirements of Adequate Yearly Progress (AYP) for two years. Adequate Yearly Progress is

achieved when students in second through eighth grade score proficient on the standardized achievement tests. These are taken at the end of each academic school year. The federal and state governments require students to score in a certain percentage range on the achievement tests. If a specific amount of students do not score in the required percentage range, the school is placed on a list of underperforming schools (LEA Program, 2005). Then schools that did not meet the federal and state requirements are designated as Program Improvement schools (PI). In the first year of Program Improvement, schools are required to take corrective action by changing the school plan in order to ensure students meet the requirements of academic achievement the following year. These requirements include offering parents or guardians the option of sending their children to another school in the district that is not on the Program Improvement list (California Department of Education, Testing and Accountability, 2007).

In the second year of not meeting the requirements of AYP, the school must take corrective action such as professional development for the teachers, school of choice, and supplemental services (LEA Program, 2005). The school district must contact the parents and notify them

of their two options. Option one is to transfer their child to a school that is meeting the Adequate Yearly Progress requirements. Option two is to inform parents of supplemental educational services for each child attending an underperforming school (United States Department of Education, 2004). The parents are given a list of supplemental service providers within the area. Information about the provider's services, effectiveness, and qualifications are also included to inform the parents about the tutoring. Despite this legislation, many students in America struggle to make academic progress in early literacy skills.

One additional option in providing supplemental services might be to seek solutions from within the neighborhood, especially if it is an isolated community with little access to outside resources. Some communities have experienced success by establishing a Community Family Literacy Center to provide literacy support for the neighborhood. This research project will first look at Family Literacy programs and then examine the subject of effective tutoring programs.

Family Literacy

"Family literacy" has many definitions. In 1983, the term "family literacy" (Taylor, 1983, p. 7) was first used

by Denny Taylor for her dissertation, *Family Literacy: Young Children Learning to Read and Write*. Taylor used the term to describe the multiple ways literacy is supported by families in the home.

Since the original term, "family literacy" was used; it has come to mean different things. Auerbach (1995) defines two views of family literacy. The first view is founded upon school-based literacy activities used in the home to build literacy skills. The second view is based on the theory that literacy includes a wide-range of literacy practices (such as oral story telling, cooking, family outings, etc.) that may or may not include school-based activities (Auerbach, 1995). These non-school-based activities contribute to the acquisition of literacy skills. Paratore (2006) also describes two views of family literacy. One view of family literacy is the literacy practices that occur in the home between the parents and the children. These include but are not limited to the following: parents telling oral stories to their children, parents reading to their children, children reading to the parents, parents writing stories for children, children writing stories for parents, parents writing grocery lists, and parents reading the newspaper. In the other view, family literacy is a curriculum or program designed

to teach parents and caregivers how to improve a child's literacy skills to enhance his or her success in school (Paratore, 2006). The Family Literacy Commission defines it as, "...the ways parents, children, and extended family members use literacy at home and in their community" (Morrow, Paratore, & Tracey, 1994, p. 1) Another definition is provided by the Office of Vocational and Adult Education in which they refer to Family Literacy as a range of intergenerational literacy programs (Office of Vocational and Adult Education, 2005). Some of these programs have federal support under the Family Literacy Act, Title II of the Workforce Investment Act of 1998 (Office of Vocational and Adult Education, 2005). Services are provided to help parents learn how to interactively use literacy activities with their children, to provide training in parenting skills to aid parents in becoming more active in the education of their children, to promote economic self-sufficiency through literacy training, and to encourage education that is developmentally appropriate for their children (Office of Vocational and Adult Education, 2005).

Depending on the needs of the community, some community literacy programs may also provide support in building the literacy skills of the parents which may

include English language instruction for parents who are learning English as a second language (Potts & Paull, 1995), employment training skills, parenting skills, and ways to help build more positive interactions within the family (Office of Vocational and Adult Education, 2005). According to Ortiz and Ordonez-Jasis (2005), family literacy programs are more successful when the programs include the multicultural interests and needs of the families involved (Ortiz & Ordonez-Jasis, 2005). Families take a greater interest in a program that is designed for their particular needs and tend to want to stay involved longer in that literacy program.

Family Literacy Programs in the United States are basically organized into three different categories: intergenerational, parent home-involvement, and the last type of program is a multiliteracy program. The first type of program is the intergenerational. This type is based on parents developing their own literacy skills and passing these abilities of literacy onto their children. According to Daisey (1991), the definition of intergenerational literacy refers to the parents' tendency to pass their literacy skills on to their children (Daisey, 1991). If the parent's are lacking the literacy skills to be successful in school then their children will also likely

not have the literacy skills necessary to achieve in school. These children will grow up and pass their weak literacy skills onto their children and this legacy may continue for future generations. The Intergenerational Literacy Programs base their programs on parents or caregivers learning beneficial literacy skills to pass down to their children and future generations, therefore ending this cycle of illiteracy.

Intergenerational Literacy Programs (ILP) are designed to combine the adult literacy programs with programs to help support their children's literacy in the home, and information to educate parents about how to help their children succeed in school (Paratore, 2002). These programs are usually designed around the unique qualities of the people who attend the program thus increasing the likelihood of success for the parents, and subsequently, their children. Within this model the parents and children are either together working on literacy activities or they are working separately on particular literacy skills. These intergenerational programs have had a higher success rate in keeping the adults in the programs for longer periods of time (Daisey, 1991). According to Rodriguez-Brown (2003) at least two years is needed to help parents develop the literacy skills necessary to

assist with literacy learning at home and to positively pass on literacy skills to their children (Rodriguez-Brown, 2003). These programs empower the adults in the family to help expand literacy skills in the children of the family. Programs can encourage parents to develop not only shared-literacy skills such as reading and writing with their children, but also encourage a more positive attitude toward education and in turn pass on this positive attitude to their children and hopefully generations to come (Daisey, 1991).

While much is written about the success of such programs, one criticism of this type of program is that it is a "deficit-model program" (Paratore, 2002, p. 59). In the deficit-model program, parents are assumed to lack the traditional and school-based literacy skills necessary to help their children to be successful in literacy skills. In the next paragraph is a description of a family literacy program that is considered to be the opposite of a deficit-model program.

The second kind of center is a Parent Involvement Program designed to help support parents to be actively involved in building literacy skills with their children in their home environment. These programs do not attempt to work with adult literacy but rather focus on helping

parents to support their children's literacy skills (Paratore, 2006). These programs can be maintained by schools, community programs, or faith-based organizations (Morrow, 1995). Parents engaged in these programs are encouraged to be involved in activities or events that have goals supported by schools or other community agencies (Morrow, 1995). These goals may reflect the current strategies promoted by the school at that particular moment in time.

The third kind of program is based on the idea that parents bring "multiple literacy perspectives or multiliteracies" to the program (Paratore, 2002, p. 57). Parents might not bring traditional school-based literacy skills but they bring a culturally-rich and diverse knowledge that needs to be utilized. Family literacy is seen as a natural occurrence during the normal routine of daily living (Morrow, Paratore, & Tracey, 1994). It is in the day-to-day interactions of family life that children can learn by engaging in making grocery lists, reading the mail, and following directions on a map. Within this viewpoint, Family literacy also reflects the multicultural aspects of the families (Morrow, Paratore, & Tracey, 1994). The oral story-telling of some cultures is an example of the non-written form of literacy skills that

have been passed down for generations in some cultures. The family's multiliteracy is perceived as valuable asset that adds to a child's literacy skills rather than a deficit.

In the Family Literacy research it shows how most Family Literacy programs are successful in preparing parents and guardians to help their children with literacy skills in the home. However, in this research, successful child-focused tutoring programs will be included to help support children that are economically disadvantaged and English Language Learners to be successful academically. The purpose of this research is to combine both approaches to create a more complete literacy center that will help serve the needs of parents, guardians and children.

Tutoring

Academic tutoring is an important issue for educators today. There is a pervading urgency to ensure that students are meeting academic standards. This urgency is due to the current legislative reform to increase academic scores. Some initiatives to help improve the success of low performing schools are high school exit exams, retention policies, summer programs, class size reduction, and before and after-school tutoring programs (Borba, 2003).

Many schools use tutoring programs to improve the success of low performing students. Tutoring programs utilize tutors who usually conduct the sessions in small groups or with one-to-one instruction. The tutoring can be offered before and after-school. The tutors can be teachers, paraeducators, peers, or volunteers (Hock, Pulvers, Deshler, & Schumaker, 2001). The major goal of these programs is to increase academic achievement for the attending students.

Three Effective Models of Tutoring Programs.

According to Hock, Pulvers, Deshler, and Schumaker (2001), all effective tutoring programs fall into one of the following three types of programs: instructional tutoring, assignment-assisted tutoring, and strategic tutoring.

Instructional tutoring provides one-to-one instruction in content and skills, and includes corrective feedback that is immediate and positive. Assignment-assisted tutoring requires the tutor to meet with a small group of students to help complete unfinished classroom assignments and homework. Finally, strategic tutoring combines the elements of instructional tutoring and assignment-assisted tutoring. The tutors in strategic tutoring help with classroom assignments and provide direct instruction as needed by the student.

Hock, Pulvers, Deshler, and Schumaker (2001) found contradictory results in the research about tutoring. These inconsistencies are due to a lack of clear definition between the tutoring models. They remarked that the reason the results are contradictory about the efficacy of tutoring is that researchers and authors fail to recognize and define the distinction between the programs as they write about the effects of tutoring. This causes a problem in analyzing the results of each tutoring program's effectiveness. They recommend that first a clear definition of tutoring models be established. Then, when planning a tutoring program, select one that will achieve the desired goal.

Hock, Pulvers, Desheler, and Schumaker (2001) state that each of the three tutoring models have different student outcomes and should not be compared to each other when evaluating effectiveness. This inconsistency is due to the differences found between the three different kinds of tutoring programs. Since the goals for each type of tutoring program are different, the outcome measures for each program should also be measured differently. Therefore, the effectiveness of each program should be analyzed carefully when reading the research due to the tendency of many researchers to compare the three student

outcomes when discussing the effectiveness of academic tutoring programs. These comparisons lead to confusions in the literature about the academic effectiveness of tutoring programs.

Tutoring Effectiveness. The literature gives considerable attention to the effectiveness of academic tutoring programs. Perkins-Gough (2003) states the overwhelming benefits of academic tutoring programs and professes those students who attend:

Show improvements in academic performance and social competence, including better grades, improved homework completion, higher scores on achievement tests, lower levels of grade retention, improved behavior in school, increased competence and sense of self as a learner, better work habits, fewer absences from school, better emotional adjustment and relationships with parents, and a greater sense of belonging in the community (p. 89)

In a recent California study about the effectiveness of after-school programs, Kugler found that students showed significant gains in reading and math skills when the students were enrolled in these programs. The most consequential finding from this study showed that the students' participation in tutoring programs had a

positive direct effect on their California State Academic Assessment scores (Kugler, 2001). Research demonstrates that after-school tutoring programs are effective in improving standardized test scores.

Most effective tutoring programs use a form of the strategic tutoring model to develop independent learners. In a study by Hock, Schumaker, and Deshler (2001), at-risk junior high school students' academics improved significantly when tutored with the strategic model. The program focused on learning strategies in a strategic after-school program model. Many of the students in the program increased their grades by one or more academic grade levels.

Collaborative Tutoring Programs. In Gardner's (2001) research, the educational difficulty of teaching at-risk students is too complex an issue for educators to attempt to solve on their own. A collaborative effort with parents, community leaders, and educators can be successful in developing skills in at-risk students. This is especially important with urban, at-risk children who need an academic tutoring program to improve their skills, social behavior, and opportunities to be successful. Educators can do this by forming a collaborative academic tutoring program. The school and community collaborative

approach uses a variety of community resources and attempts to coordinate them with school programs. These projects are often funded through private, public, and/or charitable organizations.

Zuelke and Nelson (2001) questioned the effectiveness of using collaborative approaches when designing academic tutoring programs. They noted that the literature indicated that because of the different goals of each of the organizations involved in the tutoring programs it was difficult to coordinate the programs. The organizations would meet and form action plans. These plans, however, were never carried out, usually due to a lack of clear communication and implementation. Zuelke and Nelson further noted that for a successful collaboration between school districts and community agencies to occur, programs would have to be developed with a strong leadership component, clearer communication, and well-defined goals. This improvement in coordination between groups should increase the effectiveness of the tutoring programs.

Academic Tutoring Coordinator. A 2001 study by Meier and Invernizzi stated that a learning coordinator, or specialist, was an important characteristic of an effective tutoring program. Many programs eliminate the coordinator in order to cut costs in a limited budget;

however, the results of an unsupervised program can mean the difference between a successful and non-successful program. The coordinator writes effective lessons, supervises the lessons, and provides ongoing assessment and training of the volunteers. The learning specialist can instruct the volunteers about the learning process and how to help children who are having difficulty learning. Without someone to oversee the day-to-day running of the program and to provide educational support, many programs prove to be unsuccessful. The coordinator is an important component to a successful program.

Vadasy, Jenkins, and Pool (2000), also support the use of a learning specialist to supervise academic tutoring programs. Their study used nonprofessional tutors in intensive one-to-one reading tutoring program with at-risk first graders. The results of their study suggest that continual supervision by a reading specialist serves to structure the work of the volunteer tutors thus allowing them to be more effective.

Volunteers. Meier and Invernizzi (2001) discuss the effective use of volunteers in tutoring programs. Many programs are now promoting volunteers to work in tutoring programs. For example, the "America Reads Challenge" is a federal program that enlists volunteers to help students

with reading. Nationwide, thousands of tutors serve their communities through Americorps, Federal Work-Study Programs, Learn and Serve America, VISTA, and National Senior-Service Corps. While Meier and Invernizzi support these programs, they believe it is essential that these programs be based on effective research related to literacy tutoring (Meier and Invernizzi, 2001).

Morris, Shaw, and Perney (1990) also agree that in today's economy it makes sense to use volunteers in tutoring programs. Schools do not have the monetary resources to hire aides to help with instruction in the classroom. In the classroom, teachers have very little time to instruct individual students one-to-one. Volunteer tutors can fill this need. Another way to fill this need is through peer tutoring.

Peer tutoring is cost-effective and uses culturally sensitive strategies to help improve academic and social skills of students who live in communities with limited resources (Morris, Shaw, & Perney, 1990). In a New Mexico study by Calhoon, Otaiba, Greenburg, King, and Avalos (2006) first grade, English speaking Hispanic students in a high-poverty Title 1 school were taught to use the Peer-Assisted Learning Strategies (PALS) program. This program is a structured peer-tutoring program that teaches

phonological and reading fluency skills to students. The teacher created pairs of students to work together. The pairs were made up of one high-performing reader with a low-performing reader. The students in the classrooms using the PALS program made significant academic gains on phoneme segmentation and nonsense word fluency when compared to the control classrooms. The students also learned to work cooperatively together. In addition the teachers of the students noted on their survey student's achievement in the classroom went up significantly on word segmentation, decoding, and oral fluency (Calhoon, Otaiba, Greenburg, King, & Avalos, 2006).

Another study by Kugler (2001) discusses a unique program that uses an e-mail tutor. The student submits papers through the e-mail process and the tutor then replies to the e-mail with suggestions on the e-mailed paper. The student and tutor also discuss books that have been read, via e-mail.

Training. According to Kugler's (2001) research, most tutoring projects, including peer tutoring, are effective, as long as the tutors are given ample training. Hock, Pulvers, Deshler, and Schumaker (2001) found in their research that inexperienced tutors very often do not, "...actively engage the tutee in the tutoring

session, model thinking process, diagnose errors, anchor learning, provide corrective feedback, or use sophisticated teaching strategies..." (p. 4). These are all effective strategies when working with students and should be incorporated into all tutoring programs. The most successful programs train the tutors on a monthly basis. This training includes discussion of student progress, future student goals, preparation of materials and games, and any concerns or difficulties encountered during the month.

Vadasy, Jenkins, and Pool (2000) believe the volunteer tutors should be trained to be teacher-tutors and the tutoring lessons should be designed to incorporate explicit modeling and response-contingent scaffolding. This requires the tutors to be trained in a well-designed training program.

According to Hock, Schumaker, and Deshler (2001) tutors are expected to teach students the knowledge, skills, and strategies that are needed to be successful and independent learners. They believe it takes a minimum of sixty-five hours of training to develop the necessary skills to be an effective volunteer tutor.

Community Participation. Shumow (2001) believes that in designing effective programs, we not only have to

look at the programs themselves, but also the children who are in the programs. Researchers need to consider the student, the family, and the community in which the tutoring program is located. For example, there is some evidence that students in tutoring programs in high-risk communities benefit more from tutoring programs than students in middle-class communities. Middle-class students typically have more access to enrichment activities than students who are high-risk.

Morris, Shaw, and Perney's (1990) research also indicates that schools with middle-class students often are smaller in the primary grades and the teachers and support staff are more highly trained. They also note that the middle-class schools have less at-risk students than the lower-class schools. These differences might be attributed to the middle-class students having more access to educational learning experiences than the lower-class students. Since the middle-class schools are not overwhelmed with large numbers of at-risk students, the middle-class schools can concentrate on providing intensive help to the small numbers of at-risk students to raise individual student achievement.

Shumow (2001) points out that the children with the most to gain from academic tutoring programs have the

least access to these programs. The programs that are developed in low-income communities are limited in number, funding, resources, and staffing support. According to Shumow, funding for tutoring programs has increased from both the federal government and private foundations. There are, however, not enough programs to meet the increasing demands. The programs developed in low-income areas lack the quality of those developed in middle-class neighborhoods. The lack of staffing support can mean higher amounts of students per tutor and this can be detrimental to a tutoring program's effectiveness. Another factor is that parents with higher incomes and more education can influence their children to participate in activities that are educationally beneficial. Parents with higher incomes can provide enrichment activities that have a positive effect on their children's education, while parents with a lower income cannot easily provide these opportunities for their children.

In a tutoring project described by Foster, Lewis, and Onafowora (2003), a program was designed for elementary students in two different school districts. This program was designed to help educators teach students that are culturally, linguistically, and racially diverse. This project was called the Learning Through Teaching in an

After-School Pedagogical Laboratory, (L-TAPL). The master teacher was trained to use the students' cultural resources to effectively teach academics. The goal of this program was to provide experienced and effective teachers to teach alongside and share knowledge with inexperienced teachers. The Learning Through Teaching in an After-School Pedagogical Laboratory program designers believed the inexperienced teacher learns to teach best when working with students under the supervision of a master teacher. The master teacher and the inexperienced teacher have opportunities to discuss teaching strategies as they occur. The after-school program students made academic gains in their classrooms and the program was deemed a success. Foster, Lewis, and Onafowora attribute their success to the teacher training and opportunity to explore children's culture, knowledge, and interests.

Attendance. Attendance is an important factor in the effectiveness of tutoring programs. Students who regularly participated in tutoring programs showed significant progress in academics. In the report by Kugler (2001) it was found that students who attended tutoring programs increased their classroom attendance as well. Kugler also found it was important to balance the tutoring program's curriculum with other activities. The key

components of a balanced program are tutoring, community service, technology, and career development. The successful tutoring programs balance academics with additional activities such as, weight training, library time, computer time, writing workshops, etc. When the programs added a variety to their academic tutoring it increased the student's attendance and the student's positive attitudes about the project (Kugler, 2001).

Another after-school program, in a study by Carter (2003), intensively promoted academics on alternative days. On the other days, the program offered enrichment activities such as dance, art, visual arts, athletics, and a variety of other activities. The designers of this program believe academics are very important but creativity must be promoted and encouraged because it is a crucial part of the learning process. The developers of this program strongly believe creative thinkers are the problem solvers of our future. The combination of academics and creativity is believed to be the reason for the success of this program.

Tutoring Conclusion. The results of this research contribute to the understanding of the conditions and constraints of implementing effective tutoring programs. The issues pertaining to the importance of key

components for ensuring quality tutoring programs have been addressed. Programs with clearly defined goals and coordinated outcome measurements of tutoring programs, and the collaborative efforts between the school and community, can be effective if there is a centralized coordination of services and purpose between the community programs and the school. This can be accomplished through establishing a coordinator or specialist to ensure the goals of the program are being met. This coordinator can also oversee the training of volunteers, quality of materials, and programs used in the academic tutoring programs. This coordinator could also supervise a Community Family Literacy Center that includes both parent and guardian support and child tutoring. Combining the components of a successful Family Literacy Center program with the elements of an effective tutoring program will be a valuable asset to small isolated communities that do not have the resources of larger ones.

Statement of the Problem

One of the problems that underperforming school districts are facing with the No Child Left Behind Act of 2001 is that some schools are isolated from providers due to distance from the provider's location. Providers must be within a "reasonable distance" from the school district

(U.S. Department of Education, 2004). Many underperforming school districts do not have a higher performing school site within their own scope of influence. However, there is the online tutoring option and many more homes in the year 2007 do have access to computers than in previous years. Unfortunately, many homes of under-performing students do not have this type of access available to them. A proposal from this paper is to provide supplemental services through a Community Family Literacy Center.

Purpose of the Study

A Community Family Literacy center would provide many of the supplemental services required by the No Child Left Behind Act of 2001. This versatile center could provide high quality, effective services that can serve to improve student achievement and be consistent with the district's and the state's academic achievement standards. Many communities, especially those with populations of low socioeconomic and/or diverse backgrounds, have difficulty providing remedial services because of a lack of resources (Power, Dowrick, Ginsburg-Block, & Manz, 2004). This lack of resources hinders the achievement of students in the community.

In 1986, Stanovich first used the term "The Matthew Effect" (Stanovich, 1986). The Matthew Effect is when at risk children often avoid reading because they find it a difficult and frustrating activity. These children read less and are less motivated to read on their own and as they do not engage in large amounts of independent reading they do not acquire the necessary skills to build automaticity, vocabulary, and other important literacy concepts. These children fall further behind in academic learning. However, the children who have good vocabulary and are reading well will read more and learn more. These children usually excel in academic learning.

The purpose of this study is to provide a community with the resources necessary to help children become proficient readers. The Community Family Literacy Center would help provide easy access to these resources.

Rationale

Reading proficiency is an essential factor in determining success in the educational system. One way of addressing the problem of providing supplementary services to an isolated community is to establish a community-assisted tutoring program within a Community Family Literacy Center. In this case, members of a community implement a literacy-based program designed to

address the culturally relevant needs of the students in a particular community. According to the National Center For Family Literacy (1995) these centers should "build on the very strength of American society, that is, they work to reconnect and renew families—through education, through developing parenting skills, through providing avenues of opportunity where none were thought to exist" (p. 2).

One of the major emphases on family literacy is the collaboration between families, schools, communities, businesses, and government organizations. People are social beings and a Community Family Literacy center can help empower the families, community members, and schools within that community to help support the education of the people and children in that particular community (Demetrion, 1999). This collaboration would help support the academic success of the children within the community.

The people who usually participate in family literacy centers are children and single parents or other close family members who are fulfilling the responsibilities of the role of parent (Office of Vocational and Adult Education, 2005). Parents or other close caregivers are a child's first teacher.

Questions to be Answered

How can we provide supplemental services to children within an isolated community? How can we provide literacy support services to all members of a community, enabling them to succeed in literacy skills? Is the community interested in a Community Family Literacy Services and the resources it will provide?

Definition of Terms

Adequate Yearly Progress (AYP): By the year 2001, all

states must have in place assessments that measure student achievement in meeting goals established by the state as having met required federal performance levels (No Child Left, n.d.).

Assignment-Assisted Tutoring Model: A type of after-school

tutoring program. Tutors meet with small groups of students to help complete homework or unfinished classroom assignments.

At-Risk: Students who do not meet the required performance levels on standardized achievement tests.

Community Family Literacy Center: A place where families

in a community can go to receive high quality, effective services that support achievement in academic skills such as early reading skills and writing skills. This center can also provide

parenting classes, and second-language learning classes to support bilingual families in the community. These are just a few services that can be provided by a community family literacy center.

Deficit Literacy Model: In this type of literacy model families and children are believed to be lacking in basic literacy skills. Some Community Family Literacy centers may base their program on the belief that families are deficient in literacy skills and lack the knowledge to make educational decisions (Edmiaston, & Fitzgerald, 2003). Therefore, parents and children need to be educated in literacy skills.

Elementary and Secondary Education Act (ESEA): This act was first enacted in 1965 by the federal government to help support at risk students in the public school systems. This act was reauthorized as the No Child Left Behind Act of 2001 (No Child Left, n.d.).

English Language Learners (ELL): A term in education that refers to students whose second language is English as English Language Learners.

Family Literacy: The conditions which enable adult learners to promote their own literacy skills and, at the same time, provide conditions which promote the literacy skills of their own children (Braun, 1991).

Family literacy continually changes and is modified by the needs of the family. These needs might be affected by social, political, economic, or personal conditions (Ortiz, & Ordonez-Jasis, 2005).

Family Literacy Act, Title II of the Workforce Investment

Act of 1998: This act reformed Federal employment, adult education, and vocational rehabilitation programs to help support employment and educational programs for adults and children (Office of Vocational and Adult Education, 2005).

Full Partnership Model: In this type of literacy model

families and children are partners in learning literacy skills (Edmiaston & Fitzgerald, 2003).

Instructional Tutoring Model: A type of after-school

tutoring program. Tutoring is one-to-one and focuses on instruction of content standards and skills.

Students receive immediate feedback about their work.

Intergenerational Literacy Program: This term was first

used by Jeanne R. Paratore (Paratore, 2006) to describe programs that support literacy development not only for children in the community but also for their parents, grandparents and other adults in the community.

Literacy: The ability to read and write.

Matthew Effect in Reading: A cycle of learning in which

children with good reading skills will read more and learn more from reading while children with poor reading skills avoid reading and read less therefore learning less from a lack of reading (Stanovich, 1986).

Multiple Literacies Perspective (Multiliteracies): Parents

provide culturally rich literacy practices or events different from the traditional academic literacy skills found in school. These practices focus on different aspects of literacy. For example some of these practices focus more on oral retelling rather than reading a storybook at bedtime. Both activities are valuable practices for children to learn literacy skills (Paratore, 2002).

No Child Left Behind Act: In 2002 a reform act, supported

by President George W. Bush, was created to help all students achieve in academic skills. This act provides extra academic support to students attending underperforming schools (No Child Left, n.d.).

Parent Involvement Literacy Program: Literacy program

designed to help support parents to be actively involved in building literacy skills with their children.

Professional Development: Training provided to educators to improve academic instruction.

Program Improvement: A designation given to a school or school district when federal or state requirements have not been met on standardized testing.

School of Choice: A provision of the federal No Child Left Behind Act of 2001 which offers educational options for families. This law allows families to select public schools that are meeting federal requirements if the public school the family is currently attending is not meeting those requirements. If the family chooses to stay in a public school that is not meeting the requirements then the families may choose free tutoring for their child (No Child Left, n.d.).

Strategic Tutoring Model: A type of after-school tutoring program. This type of program combines the assignment-assisted tutoring model with the instructional tutoring model of after-school tutoring programs. Students receive direct instruction on content and skills while also receiving support with homework and classroom assignments.

Supplemental Educational Services: Research-based programs offered through a public school district in a Title 1 Program to provide extra tutoring instruction or

services, outside of the school day, to increase the academic performance of children scoring far below basic and below basic on state standardized achievement tests (California Department of Education, Testing and Accountability, 2007).

Supplemental Providers: Programs approved by the state for parents to select additional academic tutoring services to help their children achieve at underperforming schools.

Title I: This is a part of the Elementary and Secondary Education Act of 1965. Title I is specifically about improving the academic achievement of disadvantaged children. This Title provides equal opportunities for students to become proficient on State Academic Achievement Assessments through a variety of programs (No Child Left, n.d.).

Underperforming School: Schools that do not meet the Adequate Yearly Progress (AYP) requirements are labeled by the federal government as underperforming schools.

CHAPTER TWO

REVIEW OF THE LITERATURE

In the literature review, one of the common effective elements of a Community Family Literacy Center is the family. The family is the most powerful component in building literacy skills in children. No matter what the socio-economic status of the family, they bring some literacy behaviors and other knowledge acquired throughout their lives to function daily in the world. Moll, Amanti, Neff, and Gonzalez (1992) use the term, "household funds of knowledge" (p. 133) to describe this vast amount of practical knowledge developed by families. It might not be the traditional academic literacy practices typically taught in school but it is still a valuable, untapped resource. Each of the following Community Family Literacy Centers described below have some other key elements that help promote literacy skills in a community.

Existing Family Literacy Programs

The Barbara Bush Foundation for Family Literacy

The Barbara Bush Foundation began in 1989. The Barbara Bush Foundation is an example of an intergenerational family literacy program. Mrs. Bush as the Honorary Chairperson heads the foundation. The

volunteers who make up the organization have a background in education and many are literacy experts. Money for the foundation is raised by a committee of corporate leaders. It is also funded by the Foundation for the National Capital Region in Washington, D.C. The foundation started with fifty-two family literacy or family reading programs across the United States. The centers are located in a wide variety of locations including libraries, schools, homeless shelters, and Native American Indian reservations. The on-site support is provided by educators, community activists, government employees, and volunteers. Its mission is to promote the value of literacy, ensure that families understand the home is a child's first school and the parent or guardian is the child's first teacher and to abolish the intergenerational cycle of illiteracy. To accomplish this mission the foundation would identify successful literacy programs, recognize the people responsible for the successful programs, encourage family participation in literacy programs, publish materials, and award grants to establish literacy programs. One of the major principles of these programs is that in helping their children, adults can improve on their own literacy skills (Somerfield, 1995). An unexpected outcome for some of the literacy programs

resulted from behavior goals that were not connected to literacy but rather to behaviors between the parent and the child. These goals were: to improve self-esteem of both the parent and child, improve communication between the parent and child, and improve the quality of life for both the parent and child (Somerfield, 1995). Most of the literacy centers allowed time for parents to play with their children. Parents reported that they had not played with their parents as children and therefore did not know how to play with their own children. They were taught how to play with their own children, increased the positive interactions between the parents and the children. The children also increased in their positive relations with other children, which increased the self-esteem of both the parents and the children. The parents showed an increase in wanting to continue their education and were more interested in being involved with their children's education. Parents who attended the family literacy program were more willing to communicate with their children (Somerfield, 1995). In the past, parents had very little interaction with their children and what little communication was going on, was negative.

The foundation has encouraged innovation and experimentation for literacy program designs. The programs

were carefully monitored with quarterly reports and questionnaires. According to the Barbara Bush Foundation for Family Literacy there are a number of elements that result in successful literacy programs. One element is a strong coordinator(s) or leader(s) who is committed to literacy. Another element is a well-trained support staff which communicates frequently with parents and other staff members to ensure the continued progress of the program. The design of the program should include literacy instruction for caregivers, instruction in prereading skills for children, for the parent and the children to have time together, and time for parents to get together for discussions and support. In order for a center to continue to grow, it should have effective recruitment and retention strategies (Somerfield, 1995).

One of the weakest areas of literacy programs is assessment of the effectiveness of the programs. Some programs only assessed the parents or the children or the assessments did not match what the program wanted to accomplish. It is important to evaluate the program's effectiveness and to assess the needs of the participants and document the results to provide information for future needs (Somerfield, 1995). The Barbara Bush Foundation

continues to promote intergenerational family literacy programs.

The Bob Steele Reading Center

The Bob Steele Reading Center, in Greater Hartford, Connecticut, was created in 1990 to help support literacy. The center uses a small group tutoring model based on the Literacy Volunteers of America program and whole group tutoring. The program was based on the Whole Language theory. It used a scaffolding methodology approach to tutoring. According to Demetrion, "it holds much value as a mediating pedagogy between a radical participatory ethic where there is no teacher, and a traditional banking approach where knowledge is deposited by the expert in passive and receptive minds" (Demetrion, 1999, p. 66). Tutors and students took initiative to create their own instructional program. The center developed out of the needs and interests of the participants and helps support students and parents who feel disillusioned with the customary school environment (Demetrion, 1999). The purpose of the center director is to implement a learning environment using volunteer tutors and create a program that veers away from the traditional learning experience. The tutors and the director use whatever creative methods and strategies that work to help students achieve

(Demetrion, 1999). The Bob Steele Reading Center uses innovative methods to help support the community members in reading.

The Even Start Family Literacy Programs

The Even Start Program is a federally supported, intergenerational, educational family literacy program. The program began in 1989 and offers at-risk children and their families a chance to acquire literacy skills that match the rest of their peers (McKee & Rhett, 1995). The purpose of the program is to focus on high quality early literacy skills (Edmiaston & Fitzgerald, 2003). This will provide much needed support within low-income families. One of the members of the family, who meets the requirements of a basic adult education program, must participate in the core components of the program. The program combines parenting education, early childhood education, and adult basic education into one literacy program. It is a collaborative program that works with other programs and existing community resources, such as Headstart, and ensures non-duplication of services.

The instructional programs used within the literacy program are research-based. Even Start programs must have four components, an early childhood program, an adult education program, a parent education program, and an

interactive program that helps develop the literacy skills between the parent and the child (Edmiaston & Fitzgerald, 2003). The Even Start Family Literacy programs collaborate with other community and school services in order to help support families through literacy skills.

The Family-Centered Literacy Program

The Family-Centered Literacy Program began in North Carolina in 1999. Blue Ridge Community College, Henderson County Public Schools, Blue Ridge Literacy Council, and the Children and Families Resource Center formed this literacy program in response to a growing Hispanic population. The college employs supervisors for each of the program sites with part of the childcare funding. The public schools hire the tutorial staff with Title I funds. The Henderson County Family and Children Resource Center helps with Smart Start funding for childcare. The Blue Ridge Literacy Council supplies volunteers from the community to teach conversational English to adults in the program (Sink, Parkhill, Marshall, & Norwood, 2005). The Family-Centered Literacy Program is a community effort to meet the needs of the people who live in the community.

The program developed a support system for the Hispanic population: English classes, civics education, services for preschool and older children, adult education

courses for General Education Development (GED), and community partnership to help with resources. The program made it clear the entire family would be offered the services of the center. No one would be excluded for any reason. The classes needed flexible times to help support the working hours of the family members. The program also offered Spanish classes to staff personnel and school employees with an emphasis on a multicultural learning environment (Sink, Parkhill, Marshall, & Norwood, 2005). The needs of the participants are always kept in focus when implementing the program.

Classes are offered two nights a week for the adults or caregivers. In these classes, parents learn conversational English and General Education Development. In the civics class, guest speakers are often invited to come speak about obtaining citizenship or how the political system works in the United States. School employees take Spanish classes at the same time to help communicate with Hispanic parents and caregivers. Children who attend school receive help with tutoring or homework. The younger children play games to help support literacy learning. At the end of the evening, there is an informal exchange where school personnel and Hispanic parents gather and share learning experiences with each other. The

literacy program calls this component "intercambio" (Spanish word for exchange) and they feel this is the most successful component of their program (Sink, Parkhill, Marshall, & Norwood, 2005). It is an opportunity for each member of the program to feel like part of the community because of these discussions.

Sink, Parkhill, Marshall, and Norwood (2005) believe as the Family-Centered Literacy Program grows each year, the families involved will also continue to succeed. The progress of the students is measured by the amount of progress made within the designated levels of literacy of the program. Progress is also measured by the number of adults receiving the General Education Development diploma. The program believes that the continued success of the parents and caregivers also means the success of the children.

The Family Literacy Aprendiendo, Mejorando, Educando (Learning, Bettering, Educating) Project

The Family Literacy Aprendiendo, Mejorando, Educando Project (FLAME) began in Chicago in the early 1990's. The purpose of the program is to provide literacy support for families that are not proficient in English to help support literacy skills for their children. This program does not directly work with children. Researchers,

Shanahan, Mulhern, & Rodriquez-Brown (1995) believe the program is based on four assumptions: a supportive home environment, parents who are confident, successful learners are the best teachers for their children, and the subject of literacy is influenced by the social and cultural influences of the family (Shanahan, Mulhern, & Rodriquez-Brown, 1995). The Family Literacy Aprendiendo, Mejorando, Educando Project hopes to increase parents participation in schools and support of their children's education.

The program is set up for families that live near one of the six school sites where the program is offered. The children need to be between the ages of three and nine years old. The adult who participates must be related in some way to the children. The parent or caregiver must attend the English as a Second Language/basic skills classes twice a week. The classes that teach the parents to be teachers meet twice a month. Other less formal classes and fieldtrips are scheduled throughout the program. These might include a trip to the library or to meet with the staff of the elementary school. In the beginning, the instructors for these classes were graduate students from the local university in the Bilingual/English as a Second Language Education program.

Now parents who have benefited from the program are hired to be teachers and trainers (Shanahan, Mulhern, & Rodriguez-Brown, 1995). This program helps parents with reading at home, public library visits, early literacy skills, comprehensions skills, etc. The Family Literacy Aprendiendo, Mejorando, Educando Project is an example of a multiple literacies program. According to Shanahan, Mulhern, and Rodriguez-Brown (1995) knowing the cultural background, personal histories, educational experiences, family and social structures, and reasons for coming to the United States helps the program to provide services that are best suited for the participants. Parents are encouraged to discuss their cultural knowledge in the learning center program. They write autobiographical books to be shared with their children. The adults gather together and share the literacy activities they use to help support their children in school. The program provides opportunities for bilingual parents to progress in their own language skills.

The Family Literacy Aprendiendo, Mejorando, Educando program was created to be flexible for the needs of the individual parents and caregivers. The program tries to revolve around the strengths each person brings to the program by using collaboration. The project appears to be

a successful program because the parents who attend the classes have been more active in school activities, have more literacy materials at home to help children in school, have improved English proficiency and, most importantly according to the teachers who have the children in their classrooms, their children have been more successful in early literacy skills. The children improved in basic early reading concepts such as letter identification and awareness of print (Paratore, 2002). Family Literacy Aprendiendo, Mejorando, Educando program helps support families learning English.

Intergenerational Literacy Project

The Intergenerational Literacy Project (ILP) began in Chelsea, Massachusetts in 1989. Its purpose is to help develop literacy skills in the adults. The adults could then support their children's literacy skills in the home. The project supports new immigrant families from nearly fifty-six different countries. Caregivers bring their children to a classroom during the morning. The children's activities include reading and listening to stories, singing songs, learning finger plays, completing assorted crafts, etc., while the caregivers read and discuss a piece of literature (magazine articles, books, children's literature etc.). The classroom sessions are approximately

two hours long. The teacher gives a brief overview of the day's lesson and then a brief preview of the next day's lesson. The parents are given suggestions on some literacy activities they can do throughout the day and evening. This program has had successful attendance and retention rates as parents increase their literacy skills throughout the program. The program helps caregivers use these skills routinely in their daily lives. It has been very successful in helping with early literacy skills in children and has had some success with school-age children (Paratore, 2006). The Intergenerational Literacy Program has been very effective in getting parents to read with their children at least once a week.

A Learner-Centered Family Literacy Project for Latino Parents and Caregivers

The Learner-Centered Family Literacy Project for Latino Parents and Caregivers began in Corpus Christi, Texas on the campus of Texas A & M University. The focus of this literacy project is on the adult caregivers of children. It began in an Early Childhood Development Center, which was a laboratory school for children from three years old through third grade. This program is funded by the university as well as by a public school district. The school population is fifty percent

Spanish-dominant homes and fifty percent English-dominant homes. More than sixty percent of the children are from low-socioeconomic backgrounds. The school has a dual-language curriculum, with fifty percent of the instruction in Spanish and fifty percent in English (Cassidy et al., 2004). Preschool and kindergarten children attend a full-day academic program.

Forty-two parents or caregivers are involved in the project. Most of the caregivers speak Spanish as their first language and usually are employed in minimum-wage jobs. The children in the program usually have older siblings who benefited from their parents attending the program. The children are referred to the program by their teachers or the parents have heard about the program from other parents. At first, the program had some difficulty in recruiting parents to join the program. Fliers were sent home with students in Spanish and English with little result. Caregivers were also called and given automated voice-mail phone messages with the same results. However, a more positive result occurred when teachers referred names and teachers also indicated which language the caregivers spoke. Personal phone calls were made to each caregiver's home. The parents were also offered incentives to complete the program, such as gift certificates. This

increased the interest of the parent or caregiver to attend the program. The program did not need to offer incentives after these first few sessions. Now, the program is usually filled by word of mouth. The parents are required to take a fifteen-week literacy course and need to attend at least one hour a week of instruction with a tutor. The program hires graduate students from the university to come and tutor parents in the program (Cassidy et al., 2004). The caregivers can stay longer than the required hour, if they prefer, and most do.

This program is not based on a deficit model and honors the culture and language of the caregivers. Valuing the caregivers' primary language is an important component to the program. Not only do the tutors have a strong background in reading, some are fluent in Spanish. Many take college classes to help them work with adults. The tutors' ability to communicate with the caregivers in their primary language enables them to meet their needs on a level that most programs do not. It allows the caregivers to feel more comfortable about their learning (Cassidy et al., 2004). The school also hires undergraduate students to provide childcare while caregivers are being tutored.

The curriculum is based on specific goals set by parents and caregivers upon entering the program. A common goal is helping their children with reading and homework. Another goal relates to improving their job-skills, such as learning how to use a computer or learning job-related vocabulary. Yet another goal involves learning about healthcare. The number one goal for the caregivers' is to learn how to help their children succeed in school (Cassidy et al., 2004). The program appears to be successful because the participants actively set specific goals and achieve them.

A great deal of the instruction in the program involves oral reading of children's literature. The tutors help the parents read picture books and teach the parents the early literacy skills they can use to teach their children. The picture books help the caregivers because they can use the pictures to help comprehend the text. The program also provides workshops throughout the sessions. Some of the workshop topics are: using oral language, motivating children to read, beginning reading strategies, and computer skills. Sometimes the classes meet off campus to teach important skills outside of the school arena, such as meeting in restaurants, department stores, and

grocery stores (Cassidy et al., 2004). Instruction in the program utilizes literacy and life skills.

Evaluation of the program is difficult because of the individuality of the tutoring sessions. Programs are based on the needs of the caregivers. It had attempted a standardized test but the test failed to show significant growth. In the beginning part of the program, parents were surveyed at the end of each session to see if goals were met by the program. Most parents felt satisfied that they had learned skills from the program to help their children more at home. They also reported that they read more with their children. Participants thought the one-to-one tutoring was the most important part of the program. Eventually a rubric was designed to help the program gauge how much growth was gained from each session. The rubric showed the adult learners made some growth each session in the areas of reading skills, vocabulary, comprehension, and oral language and the greatest gains were made in the area of self-confidence (Cassidy et al., 2004). Evaluations are needed to show continued success of the program.

One of the greatest strengths of the program is its retention rate. Since the beginning of the program, the rate has maintained an average of eighty-five percent. The

program attributes eight factors to its success:

One-to-one tutoring, personalized recruiting, incentives for participating, flexible scheduling, child care, personal learning goals, location, and respect for the culture and language of the participants (Cassidy et al., 2004). This adult caregiver project is an example of a very successful adult-oriented literacy program. This study did not report the academic growth progress of the children of these caregivers.

Parent and Child Education Program and the William R. Kenan, Jr. Charitable Trust of Chapel Hill, North Carolina

The Parent and Child Education Program (PACE) began in Kentucky in 1986. This program worked with parents and children in literacy skills. The program was successful and spread to sites across the state of Kentucky. In 1988, the program expanded into North Carolina by the William R. Kenan, Jr., Charitable Trust of Chapel Hill, North Carolina (Kenan). Now the program is referred to as the PACE/Kenan Program. This model of family literacy is used by many Family Literacy programs throughout the United States (Potts & Paull, 2005). The Kenan Trust eventually provided resources to establish the National Center for Family Literacy.

Based on the belief that parents are powerful allies, this program helps them in building literacy skills and attitudes in their children. The program aims to change the negative attitude of parents about education. Parents are taught that educational goals can be obtained by anyone and education leads to a better quality of life. Children in the program attend classes to strengthen social skills and become ready for school. The success of the program is based on the real-life needs of adults, such as parenting skills, job skills, and positive reinforcement activities to promote adult self-esteem. It also offers support services such as childcare, transportation, and informal counseling. The program also provides time each day for the parents and the children to play together. This gives them the opportunity to practice the skills they have learned (Potts & Paull, 2005). By utilizing parental skills this helps children be successful in literacy.

The success of this program is based on the premise that quality preschool education is a must and should be developmentally appropriate with the participation of the parents and under competent supervision. The overwhelming success of the PACE/Kenan project led to the establishment of the National Center for Family Literacy.

The National Center for Family Literacy

The National Center for Family Literacy (NCFL) is a non-profit organization founded in 1989 by the Kenan Trust. This trust has lent its name to a program design called the Kenan Model or the Comprehensive, Center-based program model (Potts & Paul, 1995). The National Center for Family Literacy assists family literacy centers throughout the United States. The National Center for Family Literacy has recommendations for creating an effective Family Literacy Center. Successful models include four elements of the Family Literacy Act: working with at-risk families, setting broad goals, providing services within education and outside of education for families, and providing intensive, long-term program services (National Center for Family Literacy, 1995). There are four program components: adult literacy (which includes life skills and English-language instruction, if needed), parent education and support groups, early childhood education, and time for parents and children to interact and practice early literacy skills.

The National Center for Family Literacy's goal has been influential in promoting family literacy programs across the nation. Its goal is to establish a family literacy program in every school district in the United

States. It set up guidelines for supporting, training, and assisting for future family literacy centers (Potts & Paull, 1995). Programs use these guidelines to establish their own community centers adapting them to fit the unique needs of their community. Some programs have even added an additional component in which parents and caretakers are visited in the home (Potts & Paull, 1995). This component is so successful that the National Center for Family Literacy has in turn added this component to its own program. Home visits are available for parents who are unable to attend the center or to help parents transition skills learned at the center into everyday activities at home. Some programs in very rural locations with hard to reach populations are using the home visit component as the foundation of their program.

Planning these programs for the particular needs of the target groups of people is an absolute necessity for success. For example, in one program transportation was an issue in that parents were not allowed to ride the school bus. A waiver was sought from the school district to provide special access to parents who attended the family literacy center program to ride the bus. Another issue was that of childcare. This issue was addressed with the establishment of programs for children from ages birth to

four. This allowed parents to attend the literacy programs (Potts & Paull, 1995). These are just a few examples of the individual needs that must be taken into consideration for planning successful programs.

Regular ongoing, informal and formal assessments are given based on the needs of each program. Some programs take anecdotal records, while others use a quantitative database to gather results. According to Potts & Paull (1995) research shows the parents and children who have attended the PACE/Kenan Family Literacy programs have better attitudes towards learning. Many of the adults obtained a General Education Diploma (GED) and then continued to seek more educational opportunities. These adults were more likely to encourage their children to stay in school. The research shows the children have made academic progress in their classrooms and on standardized tests. More positive attitudes, increased attendance, and social maturity were also benefits to attending the literacy program.

Based on the success of these Community Family Literacy Centers reviewed in the literature, it is predicted that a Community Family Literacy Center that includes a tutoring component will assist students in underperforming school districts. By providing academic

tutoring at the Family Literacy Center to families and students this will promote academic achievement and will extend that success into the classroom, thereby improving the academic performance in underperforming school districts.

The first step in creating a Community Family Literacy Center that serves parents, guardians and children is to explore the interests of the families within the community it will serve. This researcher will administer a survey to determine the interests of a community with the needs described in the research. The survey will be designed to evaluate the particular needs of the parents, guardians, and children that will use a Community Family Literacy Center. It is hypothesized by the researcher that an isolated community with a high population of English Language Learners and economically disadvantaged students will have a high interest for the services that a Community Family Literacy Center can offer to help support academic achievement.

CHAPTER THREE

METHODOLOGY

Bunting Community Family Literacy Center

In today's varied discussions about how schools can best help children with literacy skills, the most crucial component that seems to be missing is family support; both family support of the student and the school's support of the family. Yet the family is the most valuable resource for schools that need help with students who require academic support. Even before a child enters a formal school setting, the child's literacy skills have begun in the home. Families build this foundation for their children's academic success.

Community Family Literacy Centers (CFLC) offer a place for families to be supported in providing literacy skills to their children. These centers allow the community to become involved which extends the resources (Programs Stress, 2004, p. 1) of the schools and enhances student experiences. These centers also provide for a place where adults can strengthen their own literacy skills along with their children in a collaborative and supportive learning environment. Community Family Literacy Centers can also offer a place where isolated school

districts can provide disadvantaged children the tutoring services that are needed to help support academic achievement. Parents can learn valuable skills to help their children in the supportive community-centered environment. In a 1999 study by Leslie and Allen, the researchers "...found that parent involvement was correlated with academic achievement and could compensate for [possible] ineffective classroom instruction" (p. 409). A Community Family Literacy Center is one possible solution to build a bridge between academic institutions and the family.

Statement of the Problem

Students in the city of Bunting (a pseudonym for the real community used in the study) arrive without the proper literacy skills needed to be successful in the classroom environment. Thus the elementary school students are underperforming on the standardized tests and school-site assessments. Student's low academic grades also reflect the need for intervention.

Purpose of the Study

The Purpose of the Bunting Community Family Literacy Center Survey is to evaluate the interests of the parents and guardians about a variety of literacy services that could be offered at a Community Family Literacy Center.

This center would be based in Bunting, a community with some of the typical characteristics of many small cities in Southern California. Services would include adult literacy support, early child literacy programs, English language development classes, a variety of literacy materials, collaboration between public schools and community service programs, and supplemental tutoring services to underperforming schools in the Bunting Unified School District.

The family is a valuable asset to schools and communities. It assists families in laying the groundwork for a child's future success in school and in life. A Community Family Literacy Center can help provide the support needed for families to be successful in helping their children build the literacy skills necessary to be successful. The center provides a safe and comfortable learning environment. More importantly, the center will be in close proximity to the families who need it. Children who apply the reading and writing skills learned in school in the home or a community environment will be more likely to succeed in literacy.

Methodology

The researcher elected to conduct a survey to determine the needs of the parents and guardians in the

community of Bunting. This survey would provide a sample from the parents of Hiffer Elementary (a pseudonym for the real school that was used in this study) that would permit generalizations to be formed about the larger community of Bunting.

The purpose of the survey is to determine if parents and guardians are interested in family support programs, early literacy programs, and adult literacy programs that would be provided by a Community Family Literacy Center in the community of Bunting, California.

Design of the Investigation. To encourage responses from the parents and guardians of the Hiffer Elementary students the researcher chose a Likert scale format for the survey. The parents or guardians are to circle one number which reflects their interests in the survey. The survey has fifteen open-ended questions. Questions one through five of the survey relate to parent support with their children's academics. Questions six through eight involve the resources that would be available for parents and the Community Family Literacy Center. Questions nine through twelve concern the parents' interests in adult literacy or English Language Learning and the last question concerns the possibility of child care being

offered for parents attending events and classes at the Community Family Literacy Center.

Population. The city of Bunting has a population of approximately 26,000 people (United States Census Bureau, 2000) and is situated along a major interstate. It was established as a city in the early 1900's with generations of established families having lived in Bunting for more than a century. Bunting started as a major stagecoach stop on the trail to the West. Early settlers raised cattle and sheep, later turning into agricultural crops such as peaches and almond trees (Official Web Site of the City of Bunting, 2006). In the later part of the century agriculture gave way to the more profitable housing developments and currently there is very little agriculture in Bunting.

According to information from the United States Census Bureau, 2000, the average age of residents is older than forty with modest incomes and education levels. Sixty percent of the adult population in Bunting has a high school degree or less. Approximately thirteen percent of the adult population have a bachelor's degree or higher. The average income in the year 2003 was \$36,500. Presently, Bunting Unified School district is one of the

largest employers in the city (United States Census Bureau, Census 2000, 2000).

The ethnic demographics of the city of Bunting are (United States Census Bureau, Census 2000, 2000) (see Table 1); white 67.4%, Hispanic 23.8%, African American 3.1%, Asians 2.4%, Native Americans 1.0%.

Table 1. City of Bunting Ethnic Demographics for the 2000 United States Census

Ethnic	Percent
White	67.4%
Hispanic	23.8%
African American	3.1%
Asian	2.4%
Native Americans	1.0%

U.S. Census Bureau, Census 2000. (2000). *Demographic profiles*. Retrieved February 18, 2006, from <http://censtats.census.gov/data/CA/1600603820.pdf>

The demographics of Bunting School District according to the School Enrollment by Ethnicity (2006) report from the California Department of Education, Educational Demographics Unit (see Table 2) are: Hispanic or Latino 53.4%, white 20.2%, African American 9.8%, Asian 7.6%,

American Indian 4.8%, Filipino 0.7%, Pacific Islander 0.2%, and Multiple or no Response 3.2%.

Table 2. The Bunting Unified School District Ethnic Demographics for the 2005-2006 School Year

Ethnic	Percent
Hispanic or Latino	53.4%
White	20.2%
African American	9.8%
Asian	7.6%
American Indian	4.8%
Filipino	0.7%
Pacific Islander	0.2%
Multiple or no Response	3.2%

School Enrollment by Ethnicity. (2006). Retrieved January 19, 2007, from California Department of Education, Educational Demographics Unit (2005-2006) Website: <http://dq.cde.ca.gov/dataquest/SchEnr.asp?>

The target population of this survey is the parents and guardians of students who attend Hiffer Elementary in Bunting, California. Hiffer Elementary is a Kindergarten through fourth grade school. Most students who attend Hiffer Elementary live in the surrounding neighborhood. Parents or guardians, outside of this area, can also

request to attend Hiffer as the school of their choice, if room is available.

The ethnic demographics of Hiffer Elementary (School Enrollment by Ethnicity, 2006) (see Table 3) are: Hispanic 50.0%, White 16.7%, African American 11.8%, Asian 11.9%, American Indian 3.6%, Filipino 0.6%, Pacific Islander 0.3%, and Multiple or No Response 5.0%.

The demographics of Hiffer Elementary approximately match the demographics of the Bunting School District. However, there is a large discrepancy between the Census Bureau of 2000 ethnic population numbers and the Bunting school district's current statistics. This could be due to the large amount of population growth in the city of Bunting since the census was conducted.

Table 3. The Hiffer Elementary School Demographics for the 2005-2006 School Year

Ethnic	Percent
Hispanic or Latino	50.0%
White	16.7%
African American	11.8%
Asian	11.9%
American Indian	3.6%
Filipino	0.6%
Pacific Islander	0.3%
Multiple or no Response	5.0%

School Enrollment by Ethnicity. (2006). Retrieved January 19, 2007, from California Department of Education, Educational Demographics Unit (2005-2006) Website: <http://dq.cde.ca.gov/dataquest/SchEnr.asp?>

Community Family Literacy Center Survey. The next step was to create a survey that would indicate the interests of parents and guardians in the services of a Community Family Literacy Center. After selection of the survey, the Assistant Superintendent of Curriculum, Instruction, and Assessment for Bunting Unified School District was contacted for permission from the Bunting Unified School Board. After permission was granted from the school board, the principal of Hiffer Elementary was contacted for permission to administer the survey (see

Appendix A). The principal granted permission and suggested including a drawing for a prize (see Appendix C) because in the past this was a successful strategy to increase parent and guardian participation in filling out and returning surveys. It was decided to administer the survey in the month of May after standardized testing was completed by second, third and fourth grades.

The rationale for creating a survey to measure the interests of parents and guardians in a Community Family Literacy Center is provided below, followed by a description of the administration of the test.

As shown in Appendix D, the Community Family Literacy Center Survey consisted of fifteen open-ended questions. These questions were designed to determine what interests the parents and guardians had in a Community Family Literacy Center. The survey was measured using a five-item Likert-like scale based on a survey designed by the Pachtman and Wilson, 2006 instrument, with the wording modified to meet the requirements of this study. The survey is developed for parents and guardians to scale fifteen questions as "strongly disagree," "disagree," "undecided," "agree," or "strongly agree" based on how the parents or guardians felt about their needs and interests in a Community Family Literacy Center. The survey is

designed to be only a single-page with directions. Parents and guardians are encouraged to write any questions or comments on the back of the form. This single-page design is developed to encourage parents and guardians to complete and return the survey to the researcher.

The target population of the survey is the parents and guardians of Hiffer Elementary school students. Hiffer Elementary has approximately six hundred and thirty-six students (School Enrollment by Grade, 2006). It consists of: (see Table 4) six kindergarten classes, seven first grade classes, seven second grade classes, eight third grade classes, three fourth grade classes, and one special education three/four combination class. Kindergartens through third grades have approximately twenty children in each class and the fourth grade classes have approximately thirty children each.

Due to the higher Hispanic and Asian demographic characteristics of the parents of Hiffer Elementary School (see Table 3), the Community Family surveys were translated into both Spanish and Hmong. There are other languages spoken by the population of Hiffer Elementary but this is less than one percent of the total population (see Table 3). For example Filipino and Pacific Islander

combined are only one percent of the total population of Hiffer Elementary School.

Table 4. Hiffer Elementary School Enrollment by Grade Level for the 2005-2006 School Year

Grade	Total Number of Students
Kindergarten	112
First	135
Second	130
Third	163
Fourth	96
Total	636

School Enrollment by Grade. (2006). Retrieved January 18, 2007, from California Department of Education, Educational Demographics Unit (2005-2006) Website: <http://dq.cde.ca.gov/dataquest/SchEnr.asp?>

Community Family Literacy Center Survey

Administration. The Survey was distributed to all students at Hiffer Elementary School. Hiffer Elementary was chosen because the diversity of the student population at this elementary school roughly matched the diversity of the city of Bunting. Hiffer's staff of thirty-two teachers was informed of the survey by the researcher at a staff meeting a week before the survey was distributed.

Suggestions were requested from the staff to improve the survey before administration. No suggestions were made.

To ensure consistency, the researcher personally informed each class about the Community Family Literacy Survey and distributed survey information and forms to each class at Hiffer Elementary. This gave the researcher an opportunity to answer questions about the survey in each classroom. In this way, the researcher made a connection with the students about the importance of the survey for the research project.

The researcher informed the students that there were three parts to the survey. The first part of the Community Family Literacy Center Survey was an entry form intended for a drawing for a gift card at a local store. This drawing is intended to increase the parent response rate to the survey. The second part was the Informed Consent Form (see Appendix B). This was explained to the students as the "little box page", as it has a box to be checked for the Informed Consent Form. The researcher explained to students that this little box page was important to let parents know about who the researcher was and why the researcher was conducting research at their school. The students were told that the survey was part of an assignment the researcher was working on to complete a

project at California State University at San Bernardino. The students were instructed to have their parents read the page, then put a check in the box and fill in the date. The last page was the actual survey (see Appendix D). The researcher explained what the numbers for the different answers meant and read a sample question to the students. The students were told there is not a right or wrong answer to the Community Family Literacy Center Survey. The survey is designed to determine what their parents or guardians think about a Community Family Literacy Center. Each student was instructed to take the survey home and have it filled out by a parent or guardian. The researcher told the students no names were necessary on the Community Family Survey Form or the Informed Consent Form. The students were informed that it would take ten to twenty minutes for their parents or guardians to fill out the survey. It was clearly emphasized that their parents did not have to complete the survey if they did not want to participate. Students were instructed to tell their parents or guardians that questions or comments could be written on the back of the form or to call the researcher at the phone number provided. The classroom teacher helped the researcher

provide surveys to the students' parents who needed Spanish or Hmong translations.

Upon receiving the survey, parents were instructed to read each of the fifteen statements and circle the number that most closely represented their needs and interests in a Community Family Literacy Center. When completed the parents or students brought back the survey, as soon as possible, to the classroom teacher, the school office, or the researcher. The students were informed that the drawing for the store gift card was on June 7, 2006, and all surveys needed to be turned in by this date to qualify for the drawing. The students and teachers were also reminded to bring back the surveys to the researcher by June 7, 2006 in the daily bulletin for Hiffer Elementary School.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

In order to determine the interest in a Community Family Literacy Center for a low-income, isolated city in Southern California a survey was developed to find out the needs of the parents and guardians of an elementary school in Bunting, California. The Community Family Literacy Survey (see Appendix D) was designed using a five-item Likert-like response scale format. It was based on a survey designed by the Pachtman and Wilson, 2006 instrument. The survey was changed to meet the requirements of the current study. The parents and guardians scaled open-ended questions. The questions were grouped in several categories. Questions one through five on the survey relate to parent support with their children's academics. Questions six through nine involve the resources that would be available for parents through the Community Family Literacy Center. Questions ten through twelve discuss the convenience and availability of the Community Family Literacy Center in relation to parent interests. Questions thirteen and fourteen concern the parents' interests in English Language Learning classes or

adult literacy classes and the last question is about child care being offered parents attending the events and classes at the Community Family Literacy Center. The fifteen questions were scaled as "strongly disagree," "disagree," "undecided," "agree," or "strongly agree." The numbers one through five was given to each category with number one matching the description of "strongly disagree" to number five matching the description of "strongly agree." The parents or guardians were to circle one answer that best fit the description of their interest in the question posed by the survey. If parents or guardians circled two answers the question was not counted and left blank on the data form. These responses are referred to in the data as "No Response" answers. There were a total of six surveys with more than two answers circled for certain questions. If parents and guardians left the question with no choices marked these were also counted as "No Response" answers.

Presentation of the Findings

The researcher received a total of two hundred and eighty surveys. Three surveys were only completed for the informed consent and the drawing portions of the survey. These three surveys were counted as completed surveys with

participating parents who chose not to answer the survey questions. These are referred to in the data as "No Response" answers. The researcher received 183 completed English language surveys, 19 completed Hmong language surveys, and 78 completed Spanish language surveys (see Figure 1).

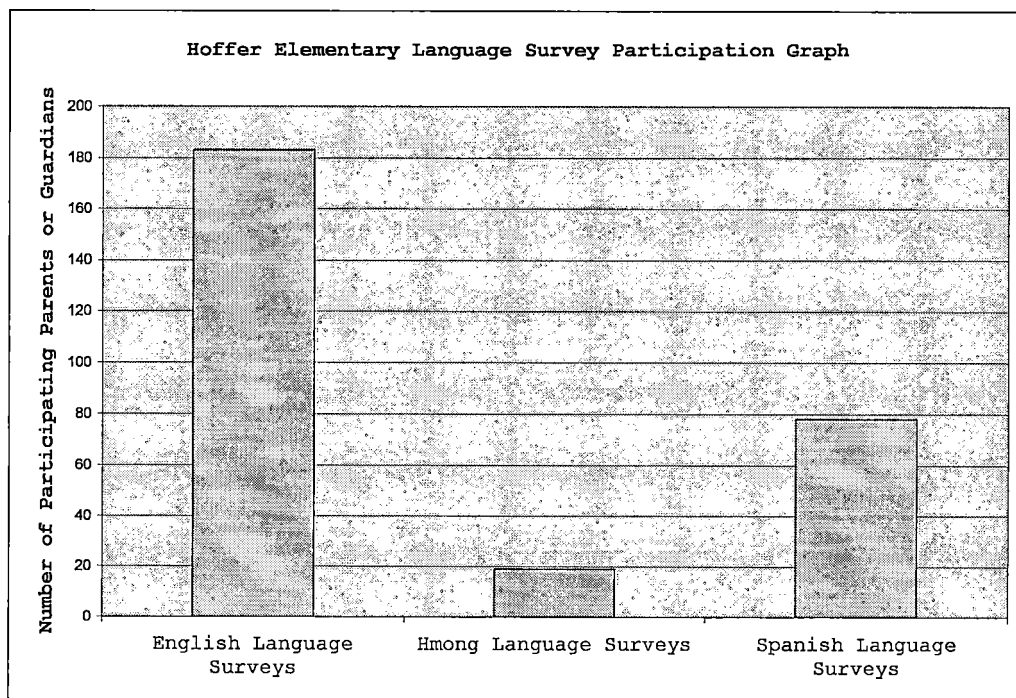


Figure 1. Hoffer Elementary Language Survey Participation Graph

In the next three sections Hmong, Spanish, and English language surveys responses will be examined separately. In the fourth section all language surveys will be combined and examined.

Hmong Language Survey

The researcher received a total of 19 completed Hmong language surveys (see Appendix D). Figure 2 indicates the number of responses to the questions rated by the surveyed Hmong parents and guardians at Hiffer Elementary.

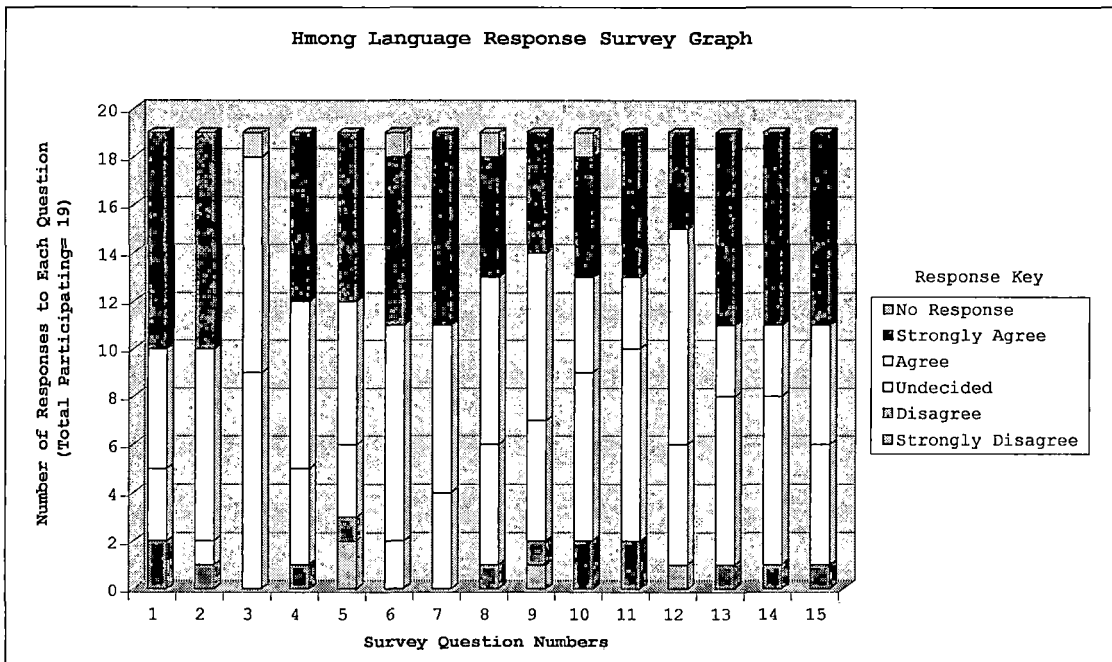


Figure 2. Hiffer Elementary Hmong Language Response to Survey Graph

The Hmong language surveys had the least number of "No Responses" (see Table 5). In Table 5 percentages for the responses of the Hmong Language surveys were calculated. The Strongly Agree and Agree responses were combined together as were the Disagree and the Strongly

Disagree responses to indicate levels of interests by Hmong Language parent and guardians.

Table 5. Hiffer Elementary Hmong Language Percentage of Responses

Hmong Language Percentage of Responses
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Question Numbers	Strongly Disagree and Disagree	Undecided	Strongly Agree and Agree	No Response
1	11	16	73	0
2	1	5	89	0
3	0	50	50	6
4	5	21	74	0
5	16	16	69	0
6	0	11	89	6
7	0	21	79	0
8	6	28	67	6
9	10	26	63	0
10	11	39	50	6
11	11	42	48	0
12	5	26	68	0
13	5	37	58	0
14	5	37	58	0
15	5	26	68	0

In order to calculate the questions with the least amount of interest for the parents and guardians the

researcher looked at the five questions with the highest percentage of parents who indicated "Strongly Disagree" and "Disagree" on the surveys. This calculation for a percentage was also created for the "No Response" responses. The results are discussed in order of the highest percentage scored for that question. The Hmong Language survey showed an overall higher percentage of "Undecided" answers when compared to the other languages surveyed.

The questions with the highest percentage of "No Response" were question #3, "I would attend a Community Family Literacy Center for special events such as Family Story Reading, or tips on how to help prepare my preschool child to enter Kindergarten," question #6, "I am interested in having tutors available to help support my child succeed in school," question #8, "I would bring my children who are under the age of five to early literacy classes (read stories, play games to learn the alphabet, rhyming skills, etc.)," and question #10, "Because of my working hours, I would be interested in having the Community Family Literacy Center open from 7:00 A.M. to 8:00 P.M." There were no written responses on the Hmong language surveys.

The five questions that showed the strongest area of interest for Hmong-speaking parents and guardians surveyed were Question # 2 "I believe the more involved I am in my child's education the greater success my child will have in school," Question #6 "I am interested in having tutors available to help support my child's literacy skills before or after school," Question # 7 "I am interested in having reading books available for checkout to help my beginning reader," Question # 4 "I need support helping my child with daily homework," and Question # 1 "I am interested in learning skills to help my child read at home." The questions rated with the second most interest were: Question # 5 "I am interested in talking to other adults about how to help support my child succeed in school," Question # 12 "If a Community Family Literacy Center were within walking distance I would take my children to use the resources," Question # 15 "If child care were provided, I would be more likely to attend events and classes provided by a Community Family Literacy Center," Question # 8 "I would bring my children who are under the age of five to early literacy classes (read stories, play games to learn the alphabet, rhyming skills, etc.)," and Question # 9 "I would bring my children to use the resources (computers, encyclopedias, internet access,

etc.) within the center to help with homework." The five questions with the least interest were: Question # 5 "I am interested in talking to other adults about how to help support my child succeed in school," Question # 1 "I am interested in learning skills to help my child read at home," Question # 10 "Because of my working hours, I would be interested in having the Community Family Literacy Center open from 7:00 A.M. to 8:00 P.M.," Question # 11 "Because of my working hours, I would be interested in having the Community Family Literacy Center being open on Saturdays," and Question # 9 "I would bring my children to use the resources (computers, encyclopedias, internet access, etc.) within the center to help with homework."

The Community Family Literacy Survey questions were grouped into five categories (see Table 6). The researcher combined the percentages from the "Strongly Agree" and the "Agree" choices on the survey to see if a combination of these two rankings indicates that there is an interest in a Community Family Literacy Center in the city of Bunting.

Table 6. Hiffer Elementary Hmong Language Survey Question Categories

Hiffer Elementary Hmong Language
Survey Question Categories

Question Category	Average Percentage of Participating Parents Who Strongly Agree or Agree
Parent Support of Children's Academics Questions 1-5	71%
Community Family Literacy Center Resources Questions 6-9	75%
Community Family Literacy Center Availability and Convenience Questions 10-12	55%
Classes to Learn English or Adult Literacy Questions 13-14	58%
Provision of Child Care Question 15	68%

Questions one through five on the survey relate to parent support with their children's academics. Questions six through eight involve the resources available from a Community Family Literacy Center. Questions nine through twelve concern the parents and guardians interests in the availability and convenience of a Community Family Literacy Center. Questions thirteen and fourteen involve

the parents and guardians interests in learning English or taking Adult Literacy classes. The final question is about childcare being offered at the Community Family Literacy Center.

All areas on the Hmong language survey question categories received a "Strongly Agree" and "Agree" on the survey with a rating of fifty-five percent or more by the parents and guardians.

Spanish Language Survey

The researcher received a total of 78 completed Spanish Language surveys (see Appendix D). The Spanish Language survey graph in Figure 3 indicates the number of responses to the questions scaled by the surveyed Spanish parents and guardians at Hiffer Elementary.

In Table 7 the percentages for the responses of the Spanish Language surveys were calculated. The "Strongly Agree" and "Agree" responses were combined as was the "Disagree" and the "Strongly Disagree" responses to indicate levels of interest by Spanish Language parents and guardians.

The calculation to generate interest or lack of interest was discussed previously in the Hmong language section of the research. The responses are discussed in order of the highest percentage scored for that question.

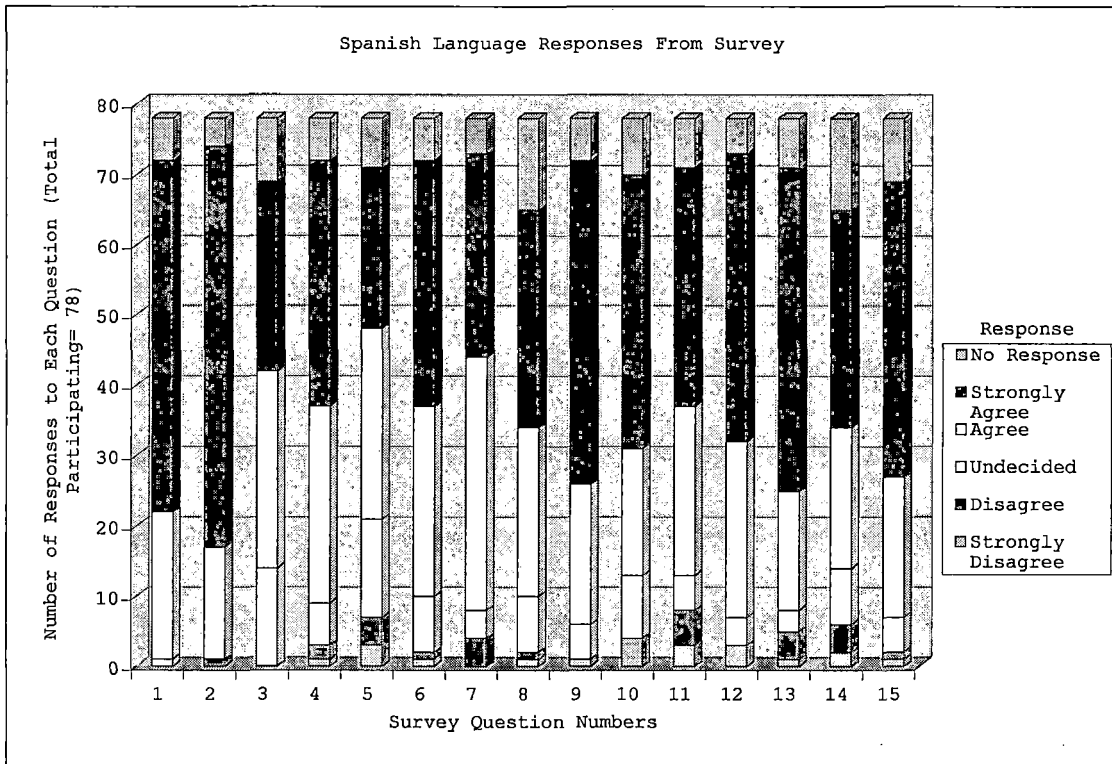


Figure 3. Hiffer Elementary Spanish Language Response to Survey Graph

The questions with the highest percentage of "No Response" were question #8 "I would bring my children who are under the age of five to early literacy classes (read stories, play games to learn the alphabet, rhyming skills, etc.) and question #14 "I am interested in taking Adult Literacy classes" There were no written responses to the Spanish Language surveys.

Table 7. Hiffer Elementary Spanish Language Percentage of Responses

Spanish Language Percentage of Responses
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Question Numbers	Strongly Disagree and Disagree	Undecided	Strongly Agree and Agree	No Response
1	0	1	98	8
2	1	0	99	5
3	0	20	80	12
4	4	8	88	8
5	10	20	70	9
6	2	11	87	8
7	5	5	89	6
8	2	12	85	17
9	1	7	92	8
10	6	13	82	10
11	11	7	82	9
12	4	5	90	6
13	7	4	89	9
14	9	12	79	17
15	2	7	90	12

The five questions that showed the strongest area of interest among the Spanish Language parents and guardians surveyed were: Question # 2 "I believe the more involved I am in my child's education the greater success my child will have in school," Question # 1 "I am interested in

learning skills to help my child read at home,"

Question # 9 "I would bring my children to use the resources (computers, encyclopedias, internet access, etc.) within the center to help with homework,"

Question # 12 "If a Community Family Literacy Center were within walking distance I would take my children to use the resources," and Question # 15 "If child care were provided, I would be more likely to attend events and classes provided by a Community Family Literacy Center."

The questions that rated with the second most areas of interest were: Question # 7 "I am interested in having reading books available for checkout to help my beginning reader," Question # 13 "I am interested in taking classes to learn English," Question # 4 "I need support helping my child with daily homework," Question # 6 "I am interested in having tutors available to help support my child's literacy skills before or after school," and Question # 8 "I would bring my children who are under the age of five to early literacy classes (read stories, play games to learn the alphabet, rhyming skills, etc.)." Two questions ranked with answers of over ten percent of "Strongly Disagree" and "Disagree".

Question # 11 "Because of my working hours, I would be interested in having the Community Family Literacy

Center being open on Saturdays," and Question # 5 "I am interested in talking to other adults about how to help support my child to succeed in school."

The Community Family Literacy Survey questions were grouped into five categories (see Table 8).

The researcher used the same criteria to calculate the percentages and categories for the Spanish Language Survey Categories graph as mentioned previously in the research for the Hmong-speaking parents.

All areas on the Spanish language survey question categories received a "Strongly Agree" and "Agree" on the survey with a rating of eighty-one percent or more by the parents and guardians.

Table 8. Hiffer Elementary Spanish Language Survey
Question Categories

Hiffer Elementary Spanish Language Survey Question Categories
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Question Category	Average Percentage Of Participating Parents Who Strongly Agree or Agree
Parent Support of Children's Academics Questions 1-5.	87%
Community Family Literacy Center Resources Questions 6-9	88%
Community Family Literacy Center Availability and Convenience Questions 10-12	85%
Classes to Learn English or Adult Literacy Questions 13-14	81%
Provision of Child Care Question 15	90%

English Language Survey

The researcher received a total of 183 completed English language surveys (see Appendix D). Figure 4 indicates the number of responses to the questions scaled by the surveyed English language parents and guardians at Hiffer Elementary.

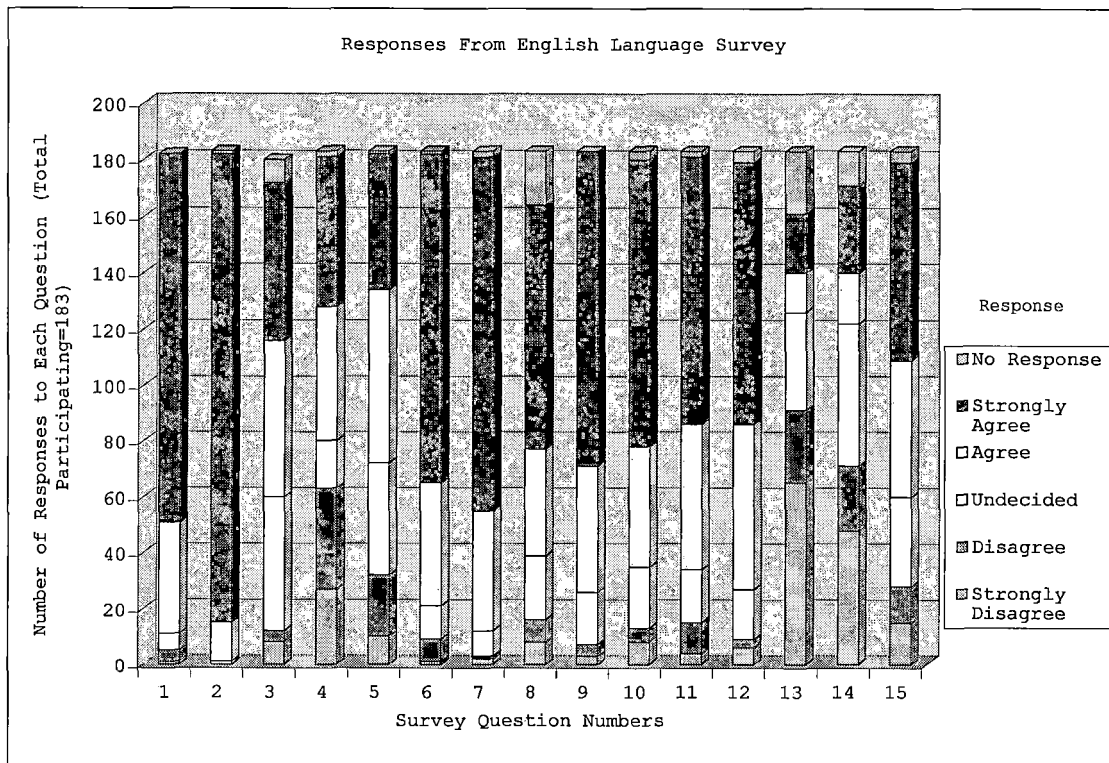


Figure 4. Hiffer Elementary English Language Response to Survey Graph

Table 9 presents the percentages for the responses of the English Language surveys. The "Strongly Agree" and "Agree" responses were combined as were the "Disagree" and the "Strongly Disagree" responses to indicate levels of interest by English Language parents and guardians. The calculation to generate interest or lack of interest was discussed previously in the Hmong and Spanish language section of the research. The responses are discussed in order of the highest percentage scored for that question.

The question with the highest percentage of "No Response" was question #13 "I am interested in taking classes to learn English." This question and the following question had the most written responses of "already know English". Question # 13 also had a high percentage of "No Response". Question #8 was "I would bring my children who are under the age of five to early literacy classes (read stories, play games to learn the alphabet, rhyming skills, etc.)."

The most common written response to question #8 was, "I do not have any under 5". It should be noted that only English Language surveys had written responses to survey questions.

Table 9. Hiffer Elementary English Language Percentage of Responses

English Language Percentage of Responses

Question Numbers	Strongly Disagree and Disagree	Undecided	Strongly Agree and Agree	No Response
1	2	3	94	0
2	1	0	99	1
3	8	27	64	4
4	35	9	56	1
5	17	22	60	1
6	5	7	88	1
7	2	5	94	1
8	10	14	76	10
9	4	10	86	0
10	7	12	81	2
11	8	10	81	1
12	5	10	85	2
13	56	22	22	12
14	41	30	29	7
15	15	18	66	2

The five questions that showed the strongest areas of interest were: Question #2 "I believe the more involved I am in my child's education the greater success my child will have in school," Question #1 "I am interested in learning skills to help my child read at home,"

Question # 7 "I am interested in having reading books available for checkout to help my beginning reader," Question # 6 "I am interested in having tutors available to help support my child's literacy skills before or after school," and Question # 9 "I would bring my children to use the resources (computers, encyclopedias, internet access, etc.) within the center to help with homework".

The questions rated with the second most areas of interest were: Question # 12 "If a Community Family Literacy Center were within walking distance I would take my children to use the resources," Question # 10 "Because of my working hours, I would be interested in having the Community Family Literacy Center open from 7:00 A.M. to 8:00 P.M.," Question # 11 "Because of my working hours, I would be interested in having the Community Family Literacy Center open on Saturdays," Question # 8 "I would bring my children who are under the age of five to early literacy classes (read stories, play games to learn the alphabet, rhyming skills, etc.)," and Question 15 "If child care were provided, I would be more likely to attend events and classes provided by a Community Family Literacy Center." The questions with largest percentage of "Strongly Disagree" and "Disagree" answers were: Question # 13 "I am interested in taking classes to learn English."

More than half of the parents and guardians indicated a lack of interest in taking classes to learn English. The next two questions with the largest percentage were question #14 "I am interested in taking Adult Literacy classes," and question #4 "I need support helping my child with daily homework."

The researcher used the same criteria (see Table 10) to calculate the percentages and categories for the English Language Survey Categories graph as mentioned previously in the research for the Hmong-speaking parents.

The categories of "Parent Support of Children's Academics, Community Family Literacy Center Resources, Community Family Literacy Center Availability and Convenience, and Provision of Childcare at the center, received a "Strongly Agree" and "Agree" on the survey with a rating of sixty-six percent or more by the parents and guardians. The last category, offering Adult Literacy and English classes received a rating of twenty-six percent by the parents and guardians of Hiffer Elementary.

Table 10. Hiffer Elementary English Language Survey
Question Categories

Hiffer Elementary English Language Survey Question Categories
--

Question Category	Average Percentage of Participating Parents Who Strongly Agree or Agree
Parent Support of Children's Academics Questions 1-5	75%
Community Family Literacy Center Resources Questions 6-9	86%
Community Family Literacy Center Availability and Convenience Questions 10-12	82%
Classes to Learn English or Adult Literacy Questions 13-14	26%
Provision of Child Care Question 15	66%

All Languages Combined Survey

In this section the data for all language surveys were combined and examined. Figure 5 indicates the number of responses, including "No Responses" to the questions rated by all languages surveyed at Hiffer Elementary.

In Table 11 the ratings of the responses "Strongly Disagree" and "Disagree" were combined. This was turned

into a percentage for each question asked. This formula was also applied to the "Strongly Agree" and the "Agree" responses to create one total response to be turned into a percentage for each question asked. The percentage was also generated for the "No Response" responses.

The responses are discussed in order of the highest percentage scored for each question. The question with the highest percentage amount of No Response was Question # 8 "I would bring my children who are under the age of five to early literacy classes (read stories, play games to learn the alphabet, rhyming skills, etc.)."

This question also generated the most written responses from parents and guardians. Some parents and guardians left this question unanswered and indicated with a written response of "not applicable" or indicated they did not have a child under the age of five to bring to a Community Family Literacy Center.

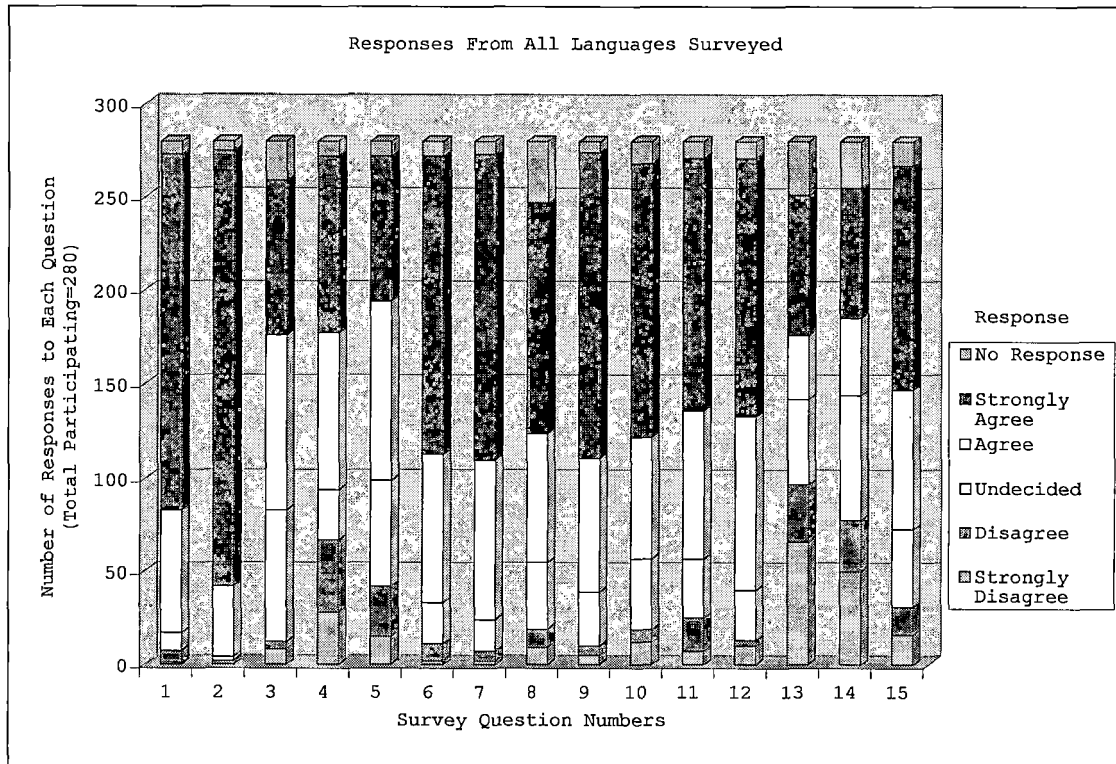


Figure 5. Hiffer Elementary Responses from All Languages Surveyed Graph

Some parents or guardians did respond to question number eight and rated it with the "Strongly Disagree" response. Some of these parents or guardians also wrote responses of not applicable or that they did not have children under the age of five.

Table 11. Hiffer Elementary Percentage of Responses from All Languages Surveyed

Percentage of Responses from All Languages Surveyed

Question Numbers	Strongly Disagree and Disagree	Undecided	Strongly Agree and Agree	No Response
1	3	4	94	3
2	1	1	99	2
3	5	27	68	8
4	25	10	65	3
5	15	21	64	3
6	4	8	88	3
7	3	6	91	3
8	8	15	78	12
9	4	11	86	2
10	7	14	79	4
11	9	12	79	3
12	5	10	85	3
13	39	18	43	10
14	31	26	44	9
15	12	16	73	5

The other two questions that had a significant amount of "No Responses" (see Table 11) were question #13 "I am interested in taking classes to learn English" and Question 14 "I am interested in taking Adult Literacy classes." Question #13 also generated many written

responses on the Community Family Literacy Survey. Most comments reflected parents and guardians already knowing how to speak English and therefore not needing a class to learn English.

The five questions that showed the strongest areas of interest between all languages surveyed were: Question # 2 "I believe the more involved I am in my child's education the greater success my child will have in school," Question # 1 "I am interested in learning skills to help my child read at home," Question # 7 "I am interested in having reading books available for checkout to help my beginning reader," Question # 6 "I am interested in having tutors available to help support my child's literacy skills before or after school," and Question # 9 "I would bring my children to use the resources (computers, encyclopedias, internet access, etc.) within the center to help with homework." The questions rated with the second most interest were: Question # 12 "If a Community Family Literacy Center were within walking distance I would take my children to use the resources," Question # 10 "Because of my working hours, I would be interested in having the Community Family Literacy Center open from 7:00 A.M. to 8:00 P.M.," Question # 11 "Because of my working hours, I would be interested in having the Community Family

Literacy Center being open on Saturdays," Question # 8 "I would bring my children who are under the age of five to early literacy classes (read stories, play games to learn the alphabet, rhyming skills, etc.)," and Question # 15 "If child care were provided, I would be more likely to attend events and classes provided by a Community Family Literacy Center."

The five questions that parents and guardians rated with the least interest by marking the "Strongly Disagree" and "Disagree" responses were: Question # 13 "I am interested in taking classes to learn English," Question # 14 "I am interested in taking Adult Literacy classes," Question # 4 "I need support helping my child with daily homework," and Question # 5 "I am interested in talking to other adults about how to help support my child succeed in school."

Parents also wrote comments on the surveys explaining their answers on the survey (see Table 12).

The most common response was "N/A" to some questions. Some parents responded to the question, "I would bring my children who are under the age of five to early literacy classes (read stories, play games to learn the alphabet, rhyming skills, etc.)" stating that their children were already past the age of five.

Table 12. Hiffer Elementary Written Parent Comments on the Survey

Survey #	Written Parent Comments on Survey
35	In response to Questions 8 & 12, "child in kindergarten and already have transportation".
61	In response to Questions 8 & 13, "I have none under 5 and I already speak English".
63	In response to Question 13, "Already know English".
64	In response to Question 4, "I help".
69	In response to Questions 8 & 13 "I do not have any under 5 and I already speak English".
92	In response to Question 3 "N/A for me".
99	In response to Question 3, "to late", Question 6, "Really we have", Question 9, "Really", Question 10, "Really", Question 11, "Really", and Question 13, "Really".
110	In response to Questions 3 & 8 "N/A".
113	In response to Question 3, "if able to".
127	In response to Question 8, "I don't have any under five".
135	In response to Question 8 & 13, "Don't have one" and "I no English".
140	In response to Question 15, "N/A".
159	In response to Questions 13 & 14, "N/A".
164	In response to Question 1, "more".
166	In response to Questions 8 & 13, "Don't have one and I know English".
172	In response to Questions 3, 8, 13, & 14, "N/A".
190	In response to Question 8, "I don't have any under five".
247	A response written at the bottom of the form, "If I had a child that need support, this would be great, but all my children are grow except (child's name) who does very well thanks.".
272	In response to Question 13, "Already speak English".

Other parents commented that they already knew English and did not need support in that area for the question, "I am interested in taking classes to learn English." The only written comments appeared on the English Language surveys. No written comments were on the Hmong Language surveys or the Spanish Language surveys.

The researcher also received one parent phone call in response to the survey. This parent felt the public schools and libraries served the purpose of a Community Family Literacy Center and expressed concern that such a center on the survey would increase their tax dollars. The parent informed the researcher that he would not participate in the survey for this reason.

As previously mentioned, the researcher combined the percentages from the "Strongly Agree" and the "Agree" choices (see Table 13) on the survey to see if a combination of these two rankings indicates that there is an interest in a Community Family Literacy Center in the city of Bunting.

For the categories of "Parent Support of Children's Academics," "Community Family Literacy Center Resources," "Community Family Literacy Center Availability and Convenience," and "Provision of Childcare at the center," these areas on the survey received a "Strongly Agree" and

"Agree" on the survey with a rating of seventy-three percent or more by the parents and guardians.

Table 13. Hiffer Elementary All Languages Survey Question Categories

Hiffer Elementary All Languages Survey Question Categories	
Question Category	Average Percentage of Participating Parents Who Strongly Agree or Agree
Parent Support of Children's Academics Questions 1-5	78%
Community Family Literacy Center Resources Questions 6-9	86%
Community Family Literacy Center Availability and Convenience Questions 10-12	81%
Classes to Learn English or Adult Literacy Questions 13-14	44%
Provision of Child Care Question 15	73%

The last category of offering "Adult Literacy and English classes" received a rating of forty-four percent by the parents and guardians of Hiffer Elementary.

Comments on the Median Scores

The following figures describe the median scores for each survey question (see Figures 6-9). The figures represent each of the categories described previously of: Hmong Language Survey, Spanish Language Survey, English Language Survey, and All Language Surveys.

For Questions #1 "I am interested in learning skills to help my child read at home," #2 "I believe the more involved I am in my child's education the greater success my child will have in school," #3 "I would attend a Community Family Literacy Center for special events such as Family Story Reading, or tips on how to help prepare my preschool child to enter Kindergarten," #4 "I need support helping my child with daily homework," #5 "I am interested in talking to other adults about how to help my child succeed in school," # 6 "I am interested in having tutors available to help support my child's literacy skills before or after school," #7 I am interested in having reading books available for checkout to help my beginning reader," #8 "I would bring my children who are under the age of five to early literacy classes (read stories, play games to learn the alphabet, rhyming skills, etc.)," #9 "I would bring my children to use the resources (computers, encyclopedias, internet access, etc.) within the center to

help with homework," #10 "Because of my working hours, I would be interested in having the Community Family Literacy Center being open from 7:00 A.M. to 8:00 P.M.," #12 "If a Community Family Literacy Center were within walking distance I would take my children to use the resources," and #15 "If child care were provided, I would be more likely to attend events and classes provided by a Community Family Literacy Center" parents typically responded to these questions with a response of "Agree" or "Strongly Agree" (the corresponding numbers for these responses was a four or a five). The median score for these questions indicates a high interest for a Community Family Literacy Center to provide these services.

For Question #11 "Because of my working hours, I would be interested in having the Community Family Literacy Center being open on Saturdays" the categories of "Spanish Language Survey", "English Language Survey", and "All Language Surveys" had a typical response of "Agree" or "Strongly Agree" (the corresponding numbers for these responses was a four or a five) however, the category of "Hmong Language Survey" typically responded with "Undecided" the corresponding number for this response was a three). Thus, indicating a high amount of interest from these categories at a Community Family Literacy Center.

Questions #13 "I am interested in taking classes to learn English" and #14 "I am interested in taking Adult Literacy classes" had a typical response of "undecided" or "Disagree" in the categories of "English Language Survey" and "All Language Surveys" but in the "Hmong Language Survey" and the "Spanish Language Survey" the typical answer was "Agree" or "Strongly Agree" (the corresponding numbers for these responses was a four or a five). The median score for these services indicates a high amount of interest for parents that speak a language other than English.

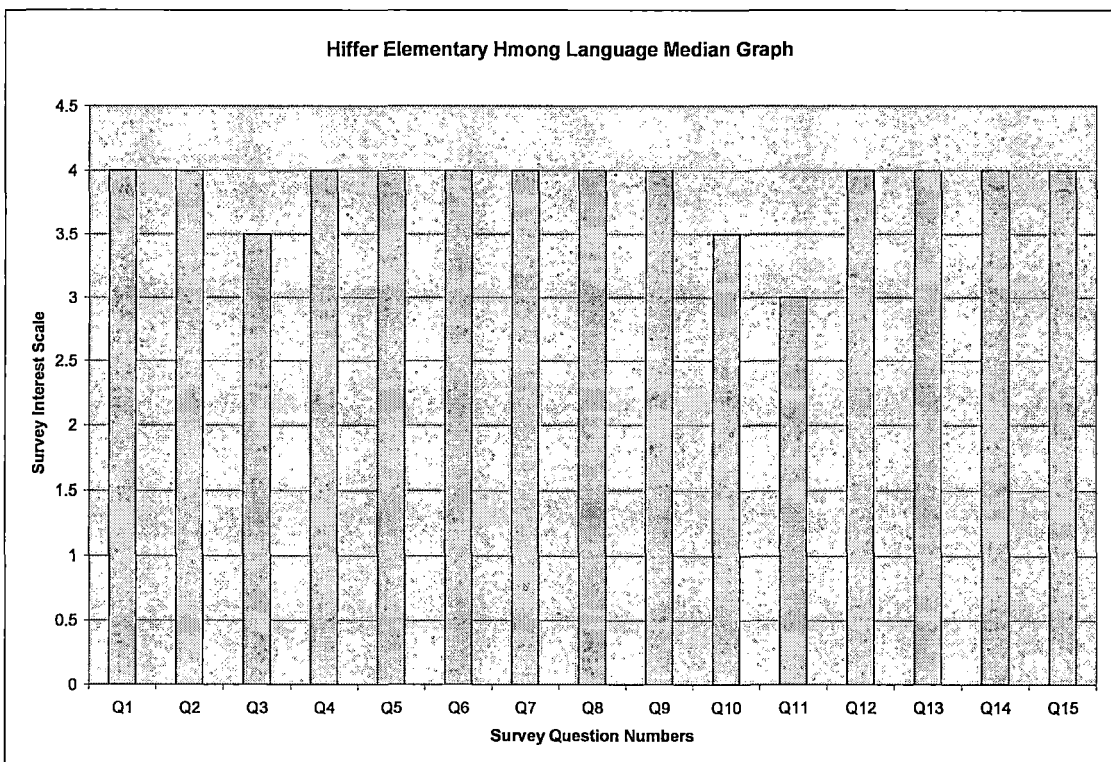


Figure 6. Hiffer Elementary Hmong Language Median Graph

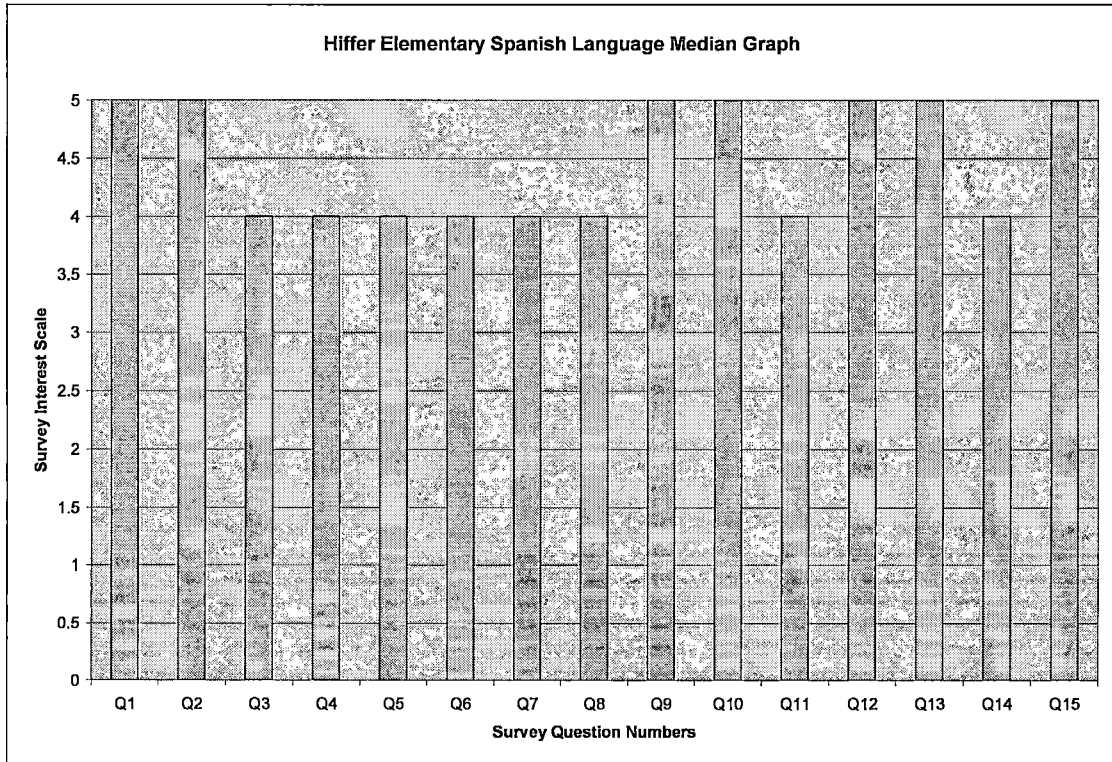


Figure 7. Hiffer Elementary Spanish Language Median Graph

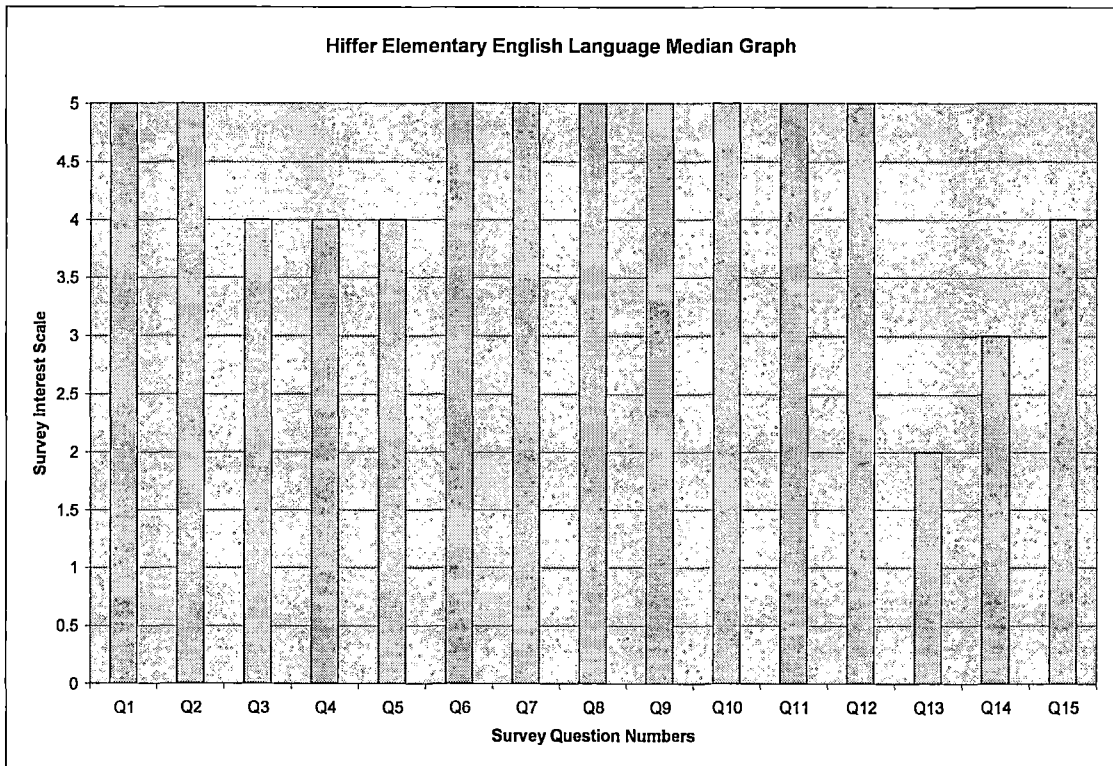


Figure 8. Hiffer Elementary English Language Median Graph

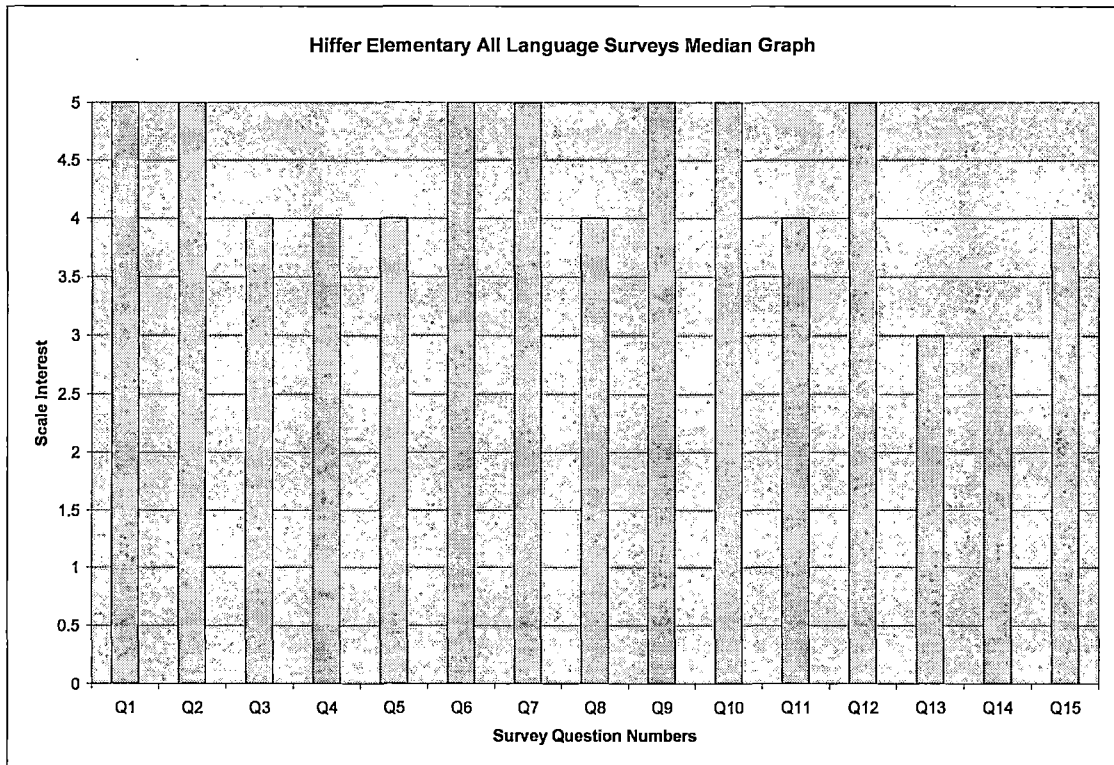


Figure 9. Hiffer Elementary All Language Surveys Median Graph

Discussion of the Findings

The findings of the survey indicate parents and guardians at Hiffer Elementary answered most of the questions on the survey with a high amount of interest in the services that might be provided at a Community Family Literacy Center. It was hypothesized by the researcher that the parents, guardians, and children in a small isolated community with large populations of English Language Learners and economically disadvantaged students will have a high interest for the services and resources

that a Community Family Literacy Center that includes a tutoring component can offer.

A Community Family Literacy Center will help assist students in underperforming school districts to achieve academically. By combining the literacy skills support of parents and guardians with the academic tutoring of children at the Community Family Literacy Center will promote academic achievement and will extend that success into the classroom, thereby improving the academic performance in underperforming school districts with high populations of English Language Learners and economically disadvantaged students.

The data for the survey were inputted into a Microsoft Excel Spreadsheet. Formulae were created to calculate the interest survey median scores and generate an interest survey profile category from these scores. A formula was also created to check for errors in filling out the interest level survey profile or errors in the input of the numbers into the computer.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

In conclusion, the results of the survey suggest several trends of interests by the parents and guardians at Hiffer Elementary School, in Bunting, California. In examining the Community Family Literacy Center Survey the parents and guardians of Hiffer Elementary School have strong interests in many of the areas categorized by the survey in all languages surveyed. Some languages had stronger indications of interest in certain areas than other languages. For example, in the Spanish Language Survey parents and guardians had a strong interest in taking classes to learn English. This was not the case with the parents and guardians of the English Language Survey.

Limitations of the Study

Several potential limitations should be noted in considering the results of this study. First, because the survey was voluntary, and no comparison survey was included, it is possible that parents attracted to the Community Family Literacy Center were those parents more likely to participate in their children's academic progress. Therefore these children already have a higher

academic success than the children for whom the center would most benefit. Without random selection and use of a comparison condition, the researcher has no way of knowing the strength of the interests of the participating parents or guardians who did not fill out the survey, for whom the Community Family Literacy Center would benefit the greatest.

A second caution pertains to the interests of the parents participating in the survey may be overestimated. It is not possible to know if parents' or guardians' responses were honest reflections of their interest in a Community Family Literacy Center or if they were biased to meet the expectations of the school or the researcher.

A third concern relates to the administration of the survey. The survey was given to the teachers to pass out to the students to take home at the end of the day. An approximate amount of surveys was given to the teachers in the various language translations. If the teacher did not have enough forms in the language that was needed the teacher was supposed to contact the researcher for more surveys. If the teacher did not contact the researcher surveys may not have been sent home in the preferred language of the home. The survey may have been completed

inaccurately due to a lack of understanding the language of the survey.

A fourth limitation is based on the teacher involvement in the survey. Teachers may have forgotten to send home the survey or forgotten or misplaced surveys to turn in to the researcher.

A fifth limitation is based on the duplication of surveys entered by families with more than one child attending Hiffer Elementary. The students and parents were instructed to complete only one survey per family. This instruction may not have been followed by parents or guardians.

A sixth limitation may be based on the wording of the survey. Parents or guardians may not have filled out the interest ranking with a clear understanding of the question asked upon the survey. This could be due to the translation of the surveys into the Spanish and Hmong languages or the wording the researcher chose in the survey.

The seventh limitation is based on the student involvement portion of the survey. Students may have forgotten to take the survey home, lost the survey, or thrown the survey away. The area surveyed in Bunting is often very windy and it is common for students to lose

papers on the way to or from school due to the wind. Students were asked to come get another survey if they lost the original but they may not have done so.

Benefits of the Community Family Literacy Center

The results of this study suggest a trend to support the hypothesis that a Community Family Literacy Center would be beneficial to the families within the Hiffer Elementary School neighborhood. Whether these families will participate eventually in the Bunting Community Family Literacy Center remains to be seen and whether the families who do participate in the Bunting Community Family Literacy Center will be related to the eventual academic school achievement, particularly in literacy knowledge is beyond the scope of this study.

Several outcomes were identified by the Community Family Center Survey. Specifically, all parents or guardians in the survey imply a high amount of interest in helping their children read at home. Parents and guardians also tended to believe the more they are involved in their children's education the greater the success their children will have in school. Many parents or guardians indicated a high tendency of interest for before and after-school tutoring for their children. Another

indication of high interest was for beginning readers to have leveled reading books available for checkout. Many parents also indicated an interest in using a Community Family Literacy Center to use resources such as, computers and encyclopedias to help their children with homework. These are the questions that appeared to be of the most interest for all the languages surveyed.

Other areas of significance were indicated depending on the language surveyed. For example in the Hmong Language many parents or guardians indicated a high level area of interest for receiving support in helping their children with daily homework. In the Spanish Language Survey parents and guardians also suggested a high interest in taking classes to learn English and child care being provided to attend events. Overall the Community Family Literacy Survey indicates a possible high amount of interest for a Community Family Literacy Center to be available for the community of Bunting.

For the more than two hundred and seventy-seven parents and guardians who did participate in the Community Family Literacy survey it is strongly recommended that a Community Family Literacy Center would be beneficial to the community of Bunting and similar communities with the

same demographics because of the high amount of interest indicated by the Community Family Literacy Survey.

Whether a Community Family Literacy Center would be an effective intervention for isolated school districts is an intriguing question for future research. It is recommended that additional research be completed to delve into this topic further.

APPENDIX A
PERMISSION TO CONDUCT RESEARCH IN
BUNTING UNIFIED SCHOOL DISTRICT

January 16, 2006

Gabriel Disher, Director of Curriculum
Bunting Unified School District
106 East Williams Street
Bunting, CA 99999

Dear Mr. Disher,

I am writing in response to our phone conversation. As per your suggestion, I am writing in a letter to explain my research project about a Community Family Literacy Center. I hope the following will answer your questions and concerns you may have about the project.

I am a graduate student at the California State University, San Bernardino. In the process of completing my thesis, I am exploring the concept of a Community Family Literacy Center in a community similar to the Bunting Pass area. As part of my research, I need to conduct a survey of Hiffer Elementary School parents about their level of interest concerning the literacy services that could be provided by a Community Family Literacy Center.

Research shows a child's first experience with literacy is developed within the first five years at home. Some families do not know how to help develop these crucial literacy skills. One answer could be to develop a family literacy center. A Community Family Literacy center is a localized place where families can build literacy skills in a supportive and safe environment.

A successful family literacy center can provide many necessary needs of the community. It can provide literacy services for both children and adults, tutoring services for local schools, and to help support disadvantaged children in academic achievement. Some other services that may be provided by the learning center are English-language development, parenting skills, counseling, employment training, and other services needed by the community; in support of existing programs already in use by the school district and community programs.

Thank you for your support. If you have any further questions or concerns, please do not hesitate to call me.

Sincerely,

Sioux Rees-Mitchell

APPENDIX B

PERMISSION TO SURVEY HIFFER ELEMENTARY LETTER

January 16, 2006

Joy Basker, Principal
Hiffer Elementary
1115 East Hiffer Street
Bunting, CA 99999

Dear Mrs.Basker,

I am writing to request permission to submit a short survey to the parents or guardians of students attending Hiffer Elementary School. This survey would ask parents or guardians to respond to statements about a Community Family Literacy Center. The survey requests parents or guardians to rank their attitudes, on a scale of one to five, about a Community Family Literacy Center and the services it might offer, in the city of Bunting. This survey will be part of the research required for my Master's thesis on Community Family Literacy Centers. The thesis will be for the partial fulfillment of the requirements for the degree of Master of Arts in Education: Reading and Language Arts from the California State University, San Bernardino.

The survey is part of the research I am conducting about the relationship between Community Family Literacy Centers and student academic achievement. Bunting Unified School District and Hiffer Elementary will remain anonymous in this research paper. The purpose of the survey is to obtain the opinions' of parents and guardians in a community with similar demographics as Hiffer Elementary School within the Bunting Unified School District. I would like to confirm that parents would value the resources available in a Community Family Literacy Center. Resources such as; family classes in literacy, adult literacy education, bilingual programs to support literacy, English as Second Language classes, leveled reading library, early literacy classes to support children from birth to pre-kindergarten, homework support, tutors for individual and small group instruction, etc.

Surveys will be sent home with students for parents or guardians to fill out and complete. Parents and students will not be identified on the surveys. However, I am asking the parents to fill out a certificate for a drawing. This drawing is to motivate parents or guardians to return the surveys. The certificates will not be part of the survey. I expect this process will take approximately five days to complete and return the surveys to school.

If you have any questions or concerns, please let me know. Thank you for your help and support.

Sincerely,

Sioux Rees-Mitchell

APPENDIX C
INFORMED CONSENT FORMS

Hmong Language Informed Consent Form

Informed Consent

(Qhia tawm txog txojkev tso cai)

Qhov survey ua yuav thov koj kev koom tes yog tsim los soj ntsuam xyuas txojkev txiav txim siab. Txojkev soj ntsuam xyuas no yog los ntawm Sioux Rees-Mitchell ua nyob hauv thawj saib xyuas Dr. Diane Brantley, ASSISTANT PROFESSOR OF LITERACY EDUCATION, DEPARTMENT OF LANGUAGE, LITERACY, AND CULTURE. Qhov kev soj ntsuam xyuas no tau kev tso cai los ntawm Institutional Review Board, California State University, San Bernardino.

Txojkev soj ntsuam no yog hais txog koj txojkev xav thiab txaus siab rau cov literacy service ua tej zaum yuav muaj nyob hauv lub Community Family Literacy Center ntawm koj lub zos. Txojkev soj ntsuam no yuav thov koj teb cov nqis lub nug raus li koj txojkev txiav txim siab. Qhov Community Family Literacy Center Survey yuav yog siv lit sib mus rau kaum feeb. Cov kws tshawb nrhiav yuav kaws koj cov lus teb cia zoo thiab nrug tsis pub leejtwg paub. Koj lub npe yuav tsis tso thiab qhia rau nrog koj cov lus teb. Txhuas lo lus teb yuav tso thiab qhia raus li ib pab xwb. Tom qab lub 6 hli ntsuam no tshwm li cas muab ntawv ntawm Hoffer Elementary School Office tau.

Koj txojkev koom tes rau txojkev soj ntsuam xyuas no yog nyob ntawm koj txaus siab xwb. Koj tsis txaus siab teb cov lus nug thiab rho koj cov lus teb thaum twg los yeej tau yam tsis muaj teeb meem. Thuam ua koj teb tag cov lus nug hauv daim Community Family Literacy Center Survey no lawm, koj yuav tau txais ib cov lus ua yuav qhia ntau dua txog qhov kej soj ntsuam no. Kom txojkev soj ntsuam no muaj tseeb, peb thov kom koj txhob tham txog txojkev soj ntsuam xyuas no nrog rau lwm tus ua yuav koom tes pab thiab.

Yog koj muaj lus nug los yog kev txhawj txog txojkev soj ntsuam no, koj hu tau nrog Dr. Diane Brantley tham ntawm (909)537-5605.

Kos cim hauv qab no qhia tias koj yeej paub thiab tau taub txog txojkev soj ntsuam xyuas no, koj yeem thiab txaus siab koom tes koj tus kheej. Koj yeej yog 18 xyoo los sis laus dua lawm.

Kos cim ntawm no ☐ Hnub Tim (Date):

Spanish Language Consent Form

Informed Consent

Consentimiento Voluntario

El estudio en el que se le pide que participe tiene como objetivo investigar los procesos de toma de decisiones. Este estudio lo lleva a cabo Sioux Rees-Mitchell bajo supervisión de la Dra. Diane Brantley, Profesora Asistente de Educación en el campo de la Alfabetización, en el Departamento de Lenguaje, Alfabetización y Cultura. Esta investigación ha sido aprobada por la Junta Institucional de la Universidad Cal State en San Bernardino.

Esta encuesta mide su interés en los servicios de alfabetización que podrían ofrecerse en un Centro Comunitario de Alfabetización Familiar en su barrio. Se le pedirá que responda a varios problemas de decisiones. Completar el formulario se demora más o menos 5 a 10 minutos. Los investigadores mantendrán todas sus respuestas en la más estricta confidencialidad. Su nombre no será presentado con sus respuestas. Todos los datos se presentarán únicamente en grupos. Si lo desea, puede obtener los resultados de la encuesta en la oficina de la Escuela Elemental Hoffer después del 30 de junio de 2006.

Su participación en este estudio es totalmente voluntaria. Si usted no desea contestar a alguna de las preguntas o quiere retirarse del estudio, puede hacerlo sin ninguna consecuencia. Cuando haya terminado de llenar la encuesta sobre el Centro Comunitario de Alfabetización Familiar usted recibirá un informe con una descripción más detallada del estudio. Para asegurar la validez de este estudio le pedimos que no hable de él con ninguno de los otros participantes.

Si tiene preguntas o le preocupa algo sobre esta investigación, por favor comuníquese con la Dra. Diane Brantley en el teléfono 909-537-5605.

Al marcar el espacio de abajo yo reconozco que estoy informado/a y comprendo la naturaleza y el propósito de esta investigación y acepto participar libremente. También acepto que soy mayor de 18 años.

Por favor marque aquí

☐

La fecha de hoy: _____

English Language Informed Consent Form

Informed Consent

The study in which you are being asked to participate in is designed to investigate decision-making processes. This study is being conducted by Sioux Rees-Mitchell under the supervision of Dr. Diane Brantley, ASSISTANT PROFESSOR OF LITERACY EDUCATION, DEPARTMENT OF LANGUAGE, LITERACY, AND CULTURE. This study has been approved by the Institutional Review Board, California State University, San Bernardino.

This survey is about your interest in the literacy services that might be provided by a Community Family Literacy Center in your neighborhood. In this study you will be asked to respond to several decision problems. The Community Family Literacy Center Survey should take about 5 to 10 minutes to complete. All of your responses will be held in the strictest of confidence by the researchers. Your name will not be reported with your responses. All data will be reported in group form only. You may receive the group results of this study upon completion on June 30, 2006 at the following location: Hiffer Elementary School Office.

Your participation in this study is totally voluntary. You are free not to answer any questions and withdraw at any time during this study without penalty. When you have completed the Community Family Literacy Center Survey, you will receive a debriefing statement describing the study in more detail. In order to ensure the validity of the study, we ask that you do not discuss this study with other participants.

If you have any questions or concerns about this study, please feel free to contact Dr. Diane Brantley at (909) 537-5605.

By placing a check mark in the box below, I acknowledge that I have been informed of, and that I understand, the nature and purpose of this study, and I freely consent to participate. I also acknowledge that I am at least 18 years of age.

Place a check mark here

☐

Today's date: _____

APPENDIX D

DRAWING FOR PARTICIPATION FORMS

Hmong Language Drawing Form

Rho ntawv yeej \$25 tom Wal-Mart!

Yuav muaj kev rho ntawv rau koj niam txiv ua xee npe rau diam ntawv tso cai thiab teb cov nqi lus nug ntawm diam ntawv soj ntsuam. Thov xa diam ntawv soj ntsuam rua koj tus menyuum tus nais khu los si offive, koj yuav raug muab npe tso rau txojkev rho ntawv seb leejtwg yeej \$25.00 tom WalMart. Tsuas yog rho ib diam ntawv xwb.

Npe: _____

Xov Tooj: _____

Rho ntawv yeej \$25 tom Wal-Mart!

Yuav muaj kev rho ntawv rau koj niam txiv ua xee npe rau diam ntawv tso cai thiab teb cov nqi lus nug ntawm diam ntawv soj ntsuam. Thov xa diam ntawv soj ntsuam rua koj tus menyuum tus nais khu los si offive, koj yuav raug muab npe tso rau txojkev rho ntawv seb leejtwg yeej \$25.00 tom WalMart. Tsuas yog rho ib diam ntawv xwb.

Npe: _____

Xov Tooj: _____

Rho ntawv yeej \$25 tom Wal-Mart!

Yuav muaj kev rho ntawv rau koj niam txiv ua xee npe rau diam ntawv tso cai thiab teb cov nqi lus nug ntawm diam ntawv soj ntsuam. Thov xa diam ntawv soj ntsuam rua koj tus menyuum tus nais khu los si offive, koj yuav raug muab npe tso rau txojkev rho ntawv seb leejtwg yeej \$25.00 tom WalMart. Tsuas yog rho ib diam ntawv xwb.

Npe: _____

Xov Tooj: _____

Spanish Language Drawing Form

¡Rifa de una Tarjeta de Regalo de \$25 de Walmart!

Se hará una rifa entre todos los padres y guardianes que marquen el formulario adjunto y completen la encuesta. Por favor devuelva todos los papeles al maestro o a la maestra de su hijo/a o a la oficina y participará en una rifa de una tarjeta de \$25 de WalMart. Solamente se rifará una tarjeta.

Nombre: _____ Teléfono: _____

¡Rifa de una Tarjeta de Regalo de \$25 de Walmart!

Se hará una rifa entre todos los padres y guardianes que marquen el formulario adjunto y completen la encuesta. Por favor devuelva todos los papeles al maestro o a la maestra de su hijo/a o a la oficina y participará en una rifa de una tarjeta de \$25 de WalMart. Solamente se rifará una tarjeta.

Nombre: _____ Teléfono: _____

¡Rifa de una Tarjeta de Regalo de \$25 de Walmart!

Se hará una rifa entre todos los padres y guardianes que marquen el formulario adjunto y completen la encuesta. Por favor devuelva todos los papeles al maestro o a la maestra de su hijo/a o a la oficina y participará en una rifa de una tarjeta de \$25 de WalMart. Solamente se rifará una tarjeta.

Nombre: _____ Teléfono: _____

¡Rifa de una Tarjeta de Regalo de \$25 de Walmart!

Se hará una rifa entre todos los padres y guardianes que marquen el formulario adjunto y completen la encuesta. Por favor devuelva todos los papeles al maestro o a la maestra de su hijo/a o a la oficina y participará en una rifa de una tarjeta de \$25 de WalMart. Solamente se rifará una tarjeta.

Nombre: _____ Teléfono: _____

English Language Drawing Form

Drawing for a \$25.00 Super Store Gift Card!

A drawing is being held for all parents and guardians who mark the attached consent form and fill out the attached survey. Please return the survey to your child's teacher or the office, and you will be entered in the drawing to win a gift card worth \$25.00 from Super Store. Only one gift card will be drawn.

Name: _____

Phone: _____

Drawing for a \$25.00 Super Store Gift Card!

A drawing is being held for all parents and guardians who mark the attached consent form and fill out the attached survey. Please return the survey to your child's teacher or the office, and you will be entered in the drawing to win a gift card worth \$25.00 from Super Store. Only one gift card will be drawn.

Name: _____

Phone: _____

Drawing for a \$25.00 Super Store Gift Card!

A drawing is being held for all parents and guardians who mark the attached consent form and fill out the attached survey. Please return the survey to your child's teacher or the office, and you will be entered in the drawing to win a gift card worth \$25.00 from Super Store. Only one gift card will be drawn.

Name: _____

Phone: _____

APPENDIX E
COMMUNITY FAMILY LITERACY SURVEY

Hmong Language

Community Family Literacy Center Survey

Community Family Literacy Center Survey Niam Txiv Kev Soj Ntsuam Xyuas

Kev taw qhia: Nyeem txhua nqes lus hais thiab kos voj voos rau tus naj npawb uas ze rau qhov koj xav thiab nyiam kom muaj nyob rau lub Community Family Literacy Center.

1 = Tsis Txaus Siab Kiag 2 = Tsis Txaus Siab
3 = Tsis Paub 4 = Txuas Siab 5 = Txaus Siab Heev

Community Family Literacy Survey

1. Kuv xav muaj kev kawm los pab kuv tus menyuam nyeem ntawm tom tsev.	1 2 3 4 5
2. Kuv ntseeg tias yog kuv muaj kev koom tes rau kuv tus menyuam txojkev kawm nws yuav kawm thiab ua tau zoo dua.	1 2 3 4 5
3. Kuv yuav mus koom lub Community Family Literacy Center tej kev tshwj xeeb xws li Family Story Reading los yog kev qhia pab rau kuv tus menyuam nyob rau Preschool ua tseem yuav mus rau Kindergarten.	1 2 3 4 5
4. Kuv xav tau kev pab qhia kuv tus menyuam ua nws cov ntawv ua nqa los ua tom tsev.	1 2 3 4 5
5. Kuv xav nrog lwm cov niam txiv tham txog kev pab menyuam kom kawm tau ntawv zoo.	1 2 3 4 5
6. Kuv xav kom muaj tus los pab qhia kuv tus menyuam kawm ntawv thaum sawv ntov ua ntev nws mus kawm ntawv thiab thaum nws rov los tsev.	1 2 3 4 5
7. Kuv xav kom muag cov ntawv nyeem ua qiv tau com los pab kuv tus menyuam ua tseem tab tom pib nyeem ntawv.	1 2 3 4 5
8. Kuv yuav coj kuv cov menyuam ua muaj tsib xyoo rov hauv mus kawm (nyeem dabneeg, kawm niam ntawv, thiab lwm yam).	1 2 3 4 5
9. Kuv yuav coj kuv cov menyuam tuaj siv (computers, encyclopedias, internet) hauv lub center los pab ua lawv tej ntawv.	1 2 3 4 5
11. Vim rau qhov kuv ua haujlwm kuv xav kom lub Community Family Literacy Center qhib rau hnuv Saturday thiab.	1 2 3 4 5
12. Yog tias lub Community Family Literacy Center nyob ze ua musk aw taws yuav txog, kuv yuav coj kuv cov menyuam mus siv cov koom nyob hauv.	1 2 3 4 5
13. Kuv xav mus kawm kom paub lus Askiv.	1 2 3 4 5
14. Kuv xav mus kawm cov ntawv ua lawv qhia rau neeg laus.	1 2 3 4 5
15. Yog tias muaj kev pab zov menyuam, kuv yuav xav mus koom thiab kawm cov ntawv ua lub Community Family Literacy Center muaj.	1 2 3 4 5

Spanish Language

Community Family Literacy Center Survey

**Encuesta para Padres/Guardianes sobre el Centro
Comunitario de Alfabetización Familiar**

Instrucciones: Lea cada oración y ponga un círculo alrededor del número que mejor represente sus necesidades e intereses en un Centro Comunitario de Alfabetización Familiar.

1= No estoy de acuerdo en absoluto 2= No estoy de Acuerdo
3= Indeciso 4= Estoy de acuerdo 5= Estoy totalmente de acuerdo

1	Estoy interesado en aprender a ayudarle a mi hijo a leer en casa.	1 2 3 4 5
2	Pienso que mientras yo más me involucre en la educación de mi hijo/a más éxito tendrá él/ella en la escuela.	1 2 3 4 5
3	Yo asistiría a eventos especiales en el Centro Comunitario de Alfabetización Familiar tales como Lectura de Cuentos en Familia, o para recibir ideas sobre cómo preparar a mi hijo/a de edad preescolar para la entrada a Kinder.	1 2 3 4 5
4	Necesito apoyo para ayudarle a mi hijo/a con las tareas diarias.	1 2 3 4 5
5	Me interesa hablar con otros adultos sobre cómo ayudarle a mi hijo/a a tener éxito en la escuela.	1 2 3 4 5
6	Me interesa tener acceso a tutores que pueden ayudarle a mi hijo con la lectura y la escritura antes o después de la escuela.	1 2 3 4 5
7	Me interesa poder sacar prestados libros de lectura para ayudarle a mi hijo/a cuando está aprendiendo a leer.	1 2 3 4 5
8	Traería a mis hijos menores de cinco años a clases de alfabetización temprana (lectura de cuentos, juegos para aprender el alfabeto, rimas, etc.)	1 2 3 4 5
9	Traería a mis hijos a que utilicen los recursos (computadoras, enciclopedias, acceso al Internet, etc.) en el centro para ayudarles con las tareas.	1 2 3 4 5
10	Debido a mi horario de trabajo, me interesaría que el Centro Comunitario de Alfabetización Familiar estuviera abierto de 7:00 a.m. a 8:00 p.m.	1 2 3 4 5
11	Debido a mi horario de trabajo, me interesaría que el Centro Comunitario de Alfabetización Familiar estuviera abierto los sábados.	1 2 3 4 5
12	Si hubiera un Centro Comunitario de Alfabetización Familiar al que yo pudiera llegar caminando, yo llevaría mis hijos a que utilizaron sus recursos.	1 2 3 4 5
13	Me interesa tomar clases para aprender inglés.	1 2 3 4 5
14	Me interesa tomar clases de alfabetización para adultos.	1 2 3 4 5
15	Habría más probabilidad de que yo asistiera a los eventos del Centro si ofrecieran cuidado de niños.	1 2 3 4 5

Muchas gracias por participar en esta encuesta. Por favor devuelva este formulario junto con los otros dos papeles al maestro de su hijo/a o a la oficina.

English Language

Community Family Literacy Center Survey

Community Family Literacy Center Survey

Parent/Guardian Survey

Directions: Read each statement and circle the number that most closely represents your needs and interests in a Community Family Literacy Center.

1 = Strongly disagree 2 = Disagree
3 = Undecided 4 = Agree 5 = Strongly agree

Community Family Literacy Survey

1. I am interested in learning skills to help my child read at home.	1 2 3 4 5
2. I believe the more involved I am in my child's education the greater success my child will have in school.	1 2 3 4 5
3. I would attend a Community Family Literacy Center for special events such as Family Story Reading, or tips on how to help prepare my preschool child to enter Kindergarten.	1 2 3 4 5
4. I need support helping my child with daily homework.	1 2 3 4 5
5. I am interested in talking to other adults about how to help my child succeed in school.	1 2 3 4 5
6. I am interested in having tutors available to help support my child's literacy skills before or after school.	1 2 3 4 5
7. I am interested in having reading books available for checkout to help my beginning reader.	1 2 3 4 5
8. I would bring my children who are under the age of five to early literacy classes (read stories, play games to learn the alphabet, rhyming skills, etc.).	1 2 3 4 5
9. I would bring my children to use the resources (computers, encyclopedias, internet access, etc.) within the center to help with homework	1 2 3 4 5
10. Because of my working hours, I would be interested in having the Community Family Literacy Center open from 7:00 A.M. to 8:00 P.M.	1 2 3 4 5
11. Because of my working hours, I would be interested in having the Community Family Literacy Center being open on Saturdays.	1 2 3 4 5
12. If a Community Family Literacy Center were within walking distance I would take my children to use the resources.	1 2 3 4 5
13. I am interested in taking classes to learn English.	1 2 3 4 5
14. I am interested in taking Adult Literacy classes.	1 2 3 4 5
15. If child care were provided, I would be more likely to attend events and classes provided by a Community Family Literacy Center.	1 2 3 4 5

Thank you for participating in this survey. Please return this form and the permission/drawing form to your child's teacher or the office.

APPENDIX F
COMMUNITY FAMILY LITERACY SURVEY DATA

ETHNICITY

English 1
Hmong 2
Spanish 3

Survey #	QUESTIONS																
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15		
1	1	5	5	4	4	4	4	5	4	4	4	4	4	3	4	4	
2	1	5	5	4	5	5	5	4	5	4	5	4	3	4	5	5	
3	3	5	5	5	3	4	4	4	4	5	5	5	4	4	4	4	
4	1	4	5	4	4	3	5	5	5	5	5	5	5	3	3	5	
5	3	5	2		4												
6	2	4	5	4	2	3		4	4	4	4	5	4	3	3	4	
7	3	4	4	4	4	4	5	4	4	5	5	4	4	5	4	5	
8	1	4			2	2		4	3	3	2	2		2	2	3	
9	1	5	5	5	4	5	5	5	5	4	4	4	4	4	4	4	
10	1	5	5	5	2	4	5	5	5	4	4	5	5	1	1	2	
11	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
12	3	5	5	3	5	4	5	5	3	5	3	5	5	5	4	5	
13	3	5	5	5	5	4	4	4	4	4	4	5	5	4		4	
14	2	3	4	4	5	4	4	3	3	3	3	3	3	3	4	4	
15	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
16	3	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	
17	1	4	5	4	4	3	4	5	4	5	4	4	4	3	3	4	
18	1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
19	1	5	5	4	4	2	5	4		4	5	5	4	2	3	4	
20	2	5	5	4	5	5	5	5	5	5	3	3	4	3	3	3	
21	3	4	4	4	4	4	4	4	4	4	4	4	4	2	2	4	
22	1	5	5	5	5	5	5	5	3	4	5	4	5	4	5	5	
23	1	2	5	3	4	1	4	5	2	2	2	2	1	2	2	2	
24	1	5	5	4	4	5	5	5		5	5	5	5	1	1	1	
25	1	5	5	4	4	4	5	5	4	5	5	4	4	3	3	4	
26	3	5	5		4	1	1	5		5	1	1	1				
27	3	5	5	5	5	5	4	2	4	5	5	5	4	5	4	5	
28	3	5	5	4	5	3	4	3	5	5	5	5	5	5	1	5	
29	1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
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31	3	4	4	4	4	1	4	4	4	4	1	1	1	4	4	4	
32	3	5	5	5		5	5	5	5	5	5	2	5	5	5	5	
33	1	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	
34	1	5	5	4	4	4	5	5	3	5	5	4	4	3	3	4	
35	1	5	5		5	3	5	5		4	3	4		1	2	4	
36	3	5	5	5	5	5	5	4	5	5	4	2	5	5	5	5	
37	1	5	5	5	5	5	5	4	5	5	5	2	5	5	5	5	
38	1	5	5	1	1	5	5	5	5	5	5	5	5	1	1	5	
39	1	5	5	4	5	4	5	5		4	5	5	4	1	1	3	
40	1	5	5	3	1	3	5	5	3	5	5	5	5	3	3	5	
41	1	5	5	3	2	2	5	5	2	3	4	2	4	2	2	4	

Survey #	QUESTIONS														
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
42	2	5	4	4	5	5	4	4	4	3	3	3	4	5	5
43	1	5	5	1	1	3	5	5	1	1	1	5	1	1	1
44	2	2	2	3	3	2	3	3	3	3	2	2	3	3	3
45	1	5	5	4	4	5	5	5	4	4	4	4	4	2	4
46	1	4	5	3	1	2	3	4	4	5	4	4	4	1	2
47	1	4	5	4	4	3	4	5	4	5	4	4	4	3	4
48	1	4	5	4	3	4	5	5	4	3	5	4	5	1	5
49	1	5	5	3	1	4	5	5	1	5	5	5	5	1	4
50	3	4	5	3	4	3	3	4	3	3	1	5	4	3	2
51	3	5	5	5	5	5	5	5	5	5	5	2	5	5	5
52	1	5	5	5	5	5	3	5	5	5	5	5	5		5
53	3	4	4	4	4	1	4	4	4	4	1	1	1	4	4
54	1	5	5	4	4	2	5	5	5	4	5	5	5	1	4
55	1	5	5	4	2	4	4	5	5	5	5	5	5		4
56	3	5	5	5	5	4	5	4	5	5	5	3	5	5	5
57	1	5	5	5	4	4	5	5	5	5	5	5	5	5	5
58	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5
59	3	5	5	5	1	5	4	4	5	5	5	4	5	5	5
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61	1	5	5	5		5	5	5		5	5	5	5		5
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66	1	5	5	5	5	4	5	5	5	5	5	5	5	1	5
67	1	5	4	3	1	3	4	3	4	4	4	4	4	1	4
68	1	5	5	4	4	3	4	4	2	5	4	4	5	1	4
69	1	5	5	5		5	5	5		5	5	5	5		5
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72	1	5	5	5	5	4	5	5	5	5	5	5	5	1	5
73	2	5	3		5	5	5	5	5	5	5	5	5	5	5
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76	3	4	4	3	4	4	4	4	4	4	3	4	4	4	4
77	1	5	5	3	1	3	3	5	5	5	4	5	4	3	4
78	1	2	5	1	2	2	4	5		3	4	3	3	1	1
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83	3	4	5	4	4	4	4	4	4	4	3	2	5	5	5
84	1	4	5	5	2	4	5	5	5	5	4	4	5		5
85	1	5	5	1	1	3	5	5	1	1	1	5	1	1	1
86	1	4	5	4	1	2	2	4	5	4	3	3	4	2	3
87	1	5	5	3	2	3	5	5	3	5	5	5	5	4	5

Survey #	QUESTIONS															
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	
88	1	5	5	3	4	3	5	4	4	3	5	5	3	2	2	3
89	3	5	5	5	5	4	5	5	5	5	5	4	5	5	5	5
90	1	5	5	4	5	5	5	5	4	5	5	5	5	1	3	5
91	1	4	5	4	2	4	4	4	5	4	3	4	4	2	2	4
92	1	4	5	4	4	4	4	4	4	4	2	3	3	1	1	2
93	3	5	5	4	3	4	5	4	3	5	3	3	4	5	3	5
94	1		5	2	2	2	5	5	2	3	2	2	3	2	2	3
95	3															
96	2	3	4	3	3	3	4	4	3	4	3	3	4	3	3	3
97	1	5	5	4	4	4	4	4	4	5	5	5	5	5	5	5
98	3	4	5	4	5	4	4	5	4	3	5	5	4	5	5	4
99	1	5	5		4	4	5	2		5	5	5		5	4	2
100	1	4	5	4	3	2	2	4	3	3	4	4	4	2	2	3
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104	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
105	1	5	5	5	4	4	5	5	4	4	5	4	4	4	3	5
106	1	5	5	3	5	5	3	3	3	4	5	4	3	3	3	3
107	1	4	4	3	2	3	3	4	3	3	3	2	2	1	2	2
108	1	4	4	3	2	3	3	4	3	3	3	2	2	1	2	2
109	2	3	4	3	3	3	4	4	3	4	3	3	4	3	3	3
110	1	5	5		1	1	4	1		5	5	5	5	1	1	1
111	1	4	5	5	4	3	4	5		3	5	5	3	1	1	1
112	1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
113	1	5	5		4	4	5	5	5	5	3	3	3	5	3	3
114	1	5	5	5	1	4	4	5	5	3	3	4	5	1	1	3
115	3		5	5	4	5	4	4	4	5	4	5	5	4	4	5
116	1	5	5	3	4	2	5	5	5	5	3	5	5	2	2	5
117	1	4	5		2	2	5	5	5	5	5	5	5	1	1	5
118	1	5	5	3	5	5	5	5	5	5	3	3	3	3	3	3
119	3	5	5	5	5	5	5	4	5	5	5	2	5	5	5	5
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121	1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
122	1	4	5	4	2	3	4	5	5	2	3	3	4	1	1	2
123	3															
124	2	5	5	4	5	5	5	4	4	4	5	4	5	5	5	5
125	3	4	4	4				4	4	4	4	4	4	4		5
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128	1	5	5	5	3	3	5		5	5	5	5	5	1	1	5
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133	3	4	5	4	5	5	4	4	3	3	3	5	4	3	3	3

Survey #	QUESTIONS														
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
134	3	4	5	4	5	4	4	4	4	4	4	4	4	4	4
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136	1	5	5	4	4	3	4	4	2	5	4	4	5	1	4
137	3	5	5		4	5	5	5		5		5	5	5	5
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179	1	5	5	5	5	5	5	5	5	5	5	5	5	5	5

Survey #	QUESTIONS																
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192	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
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194	3	5	5	4	4	4	5	4	4	5	5	5	4	5	5	5	
195	2	4	5	3	4	4	4	3		4	4	3	3	3	3	3	
196	1	5	5	4	1	5	5	5	5	5	5	5	5	1	1	5	
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218	3																
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Survey #	QUESTIONS																
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233	3	5	4	3	2	2	2	2	4	4	4	4	4	4	2	5	
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235	1	4	5	4	2	4	3	4	5	4	3	3	4	4	4	4	
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Survey #	QUESTIONS																
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15		
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279	3	5	5	4	4	3	3	4	5	4	5	4	5	5	4	4	
280	1	4	5		2	2	2	4		4	4	4	4	4	4	4	

Level of Parent

Interest

Combine Data

Frequency	5	5	4	5	4	5	5	5	5	5	5	5	5	5	5
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Lowest appear.	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1
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AVER. /Mean	4.60	4.83	3.92	3.65	3.71	4.42	4.48	4.16	4.40	4.22	4.17	4.28	3.08	3.21	4.00
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Stand Dev	0.70	0.45	0.97	1.35	1.15	0.83	0.76	1.05	0.88	1.07	1.04	0.95	1.58	1.46	1.17
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Total # 280

Freq. #1	1	0	8	28	15	2	2	9	5	12	7	10	66	50	16
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Freq. #2	6	2	4	39	27	9	5	10	5	7	18	3	31	28	15
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Freq. #3	10	2	71	27	57	22	17	36	29	38	32	27	45	66	42
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Freq. #4	66	38	93	83	95	80	86	69	72	65	79	93	34	41	74
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Freq. #5	190	233	83	95	78	159	163	123	163	146	135	138	75	70	120
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English 183

Hmong 19

Spanish 78

Parent Comments

Survey #

35 already have transportation and child in kindergarten already

61 I have none under 5 and I already speak English

63 Already know English

64 I help

69 I do not have any under 5 and I already speak English

92 N/A for me

99 really we have too late

110 N/A

113 3 or 5 if able to

127 I don't have any under five

135 Don't have one and I no English

140 NA

159 NA

164 more

166 Don't have one and I Know English

172 N/A

190 I don't have any under five

247 If I had a child that need support, this would be great, but all my children are grow except (child's name) who does very well thanks.

272 Already speak English

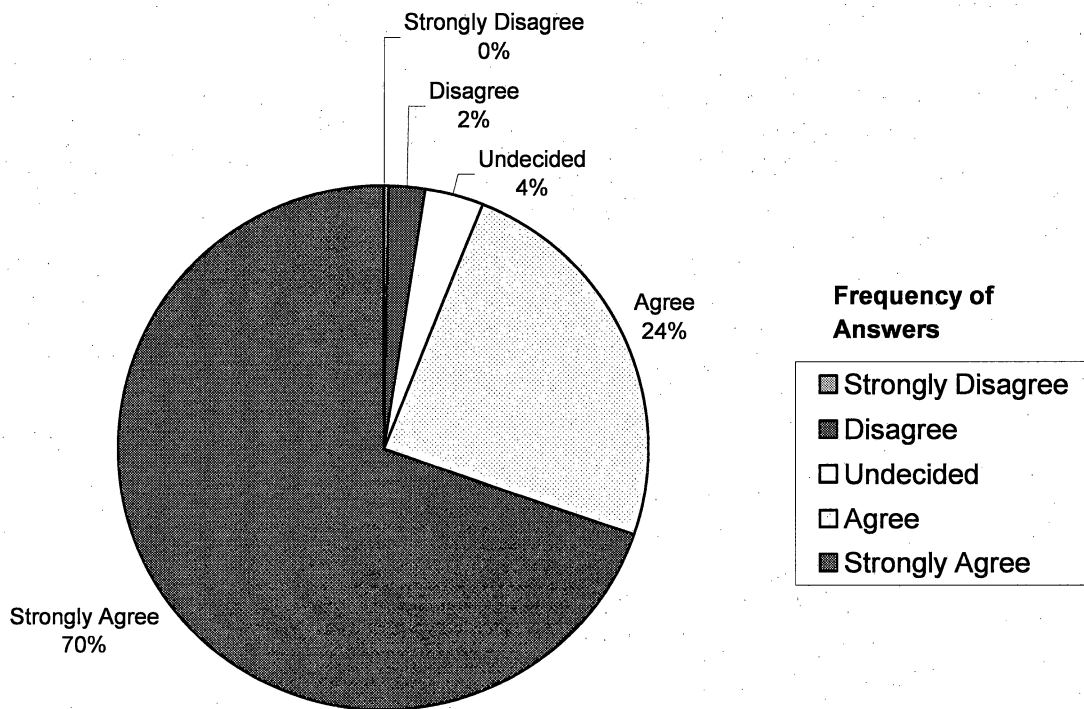
Graphing data for each question

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
Freq.	1	0	8	28	15	2	2	9	5	12	7	10	66	50	16
Freq.	6	2	4	39	27	9	5	10	5	7	18	3	31	28	15
Freq.	10	2	71	27	57	22	17	36	29	38	32	27	45	66	42
Freq.	66	38	93	83	95	80	86	69	72	65	79	93	34	41	74
Freq.	190	233	83	95	78	159	163	123	163	146	135	138	75	70	120

APPENDIX G
COMMUNITY FAMILY LITERACY CENTER PIE CHARTS
OF INDIVIDUAL QUESTION FREQUENCIES

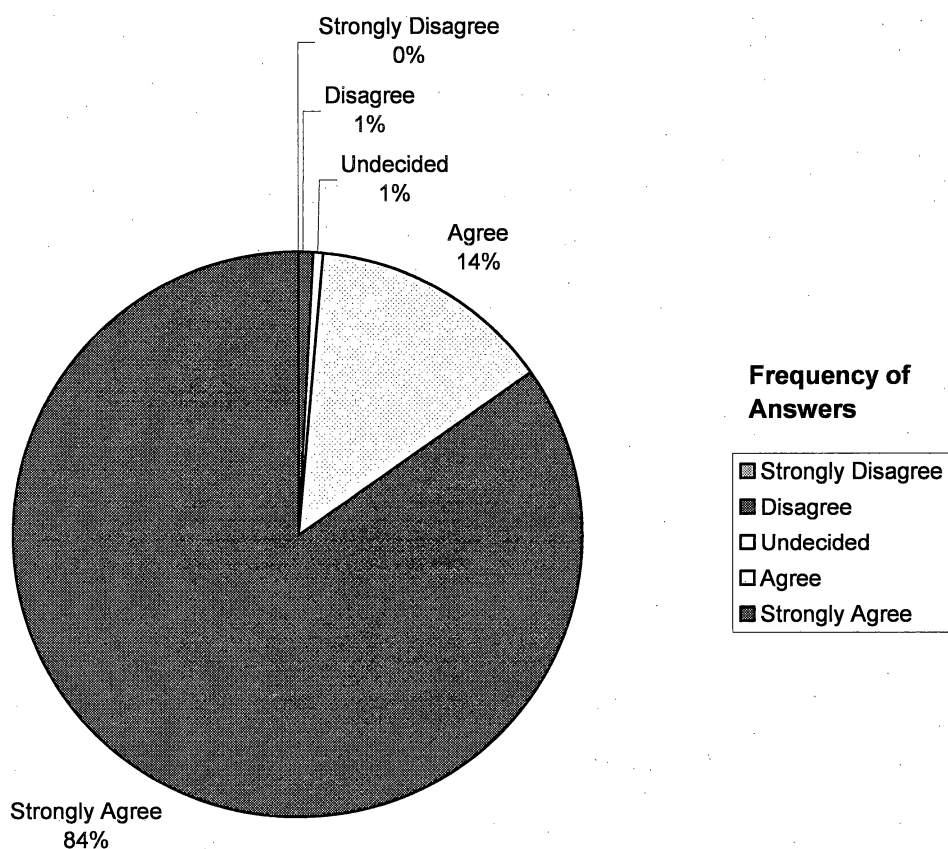
Question 1:

I am interested in learning skills to help my child read at home.



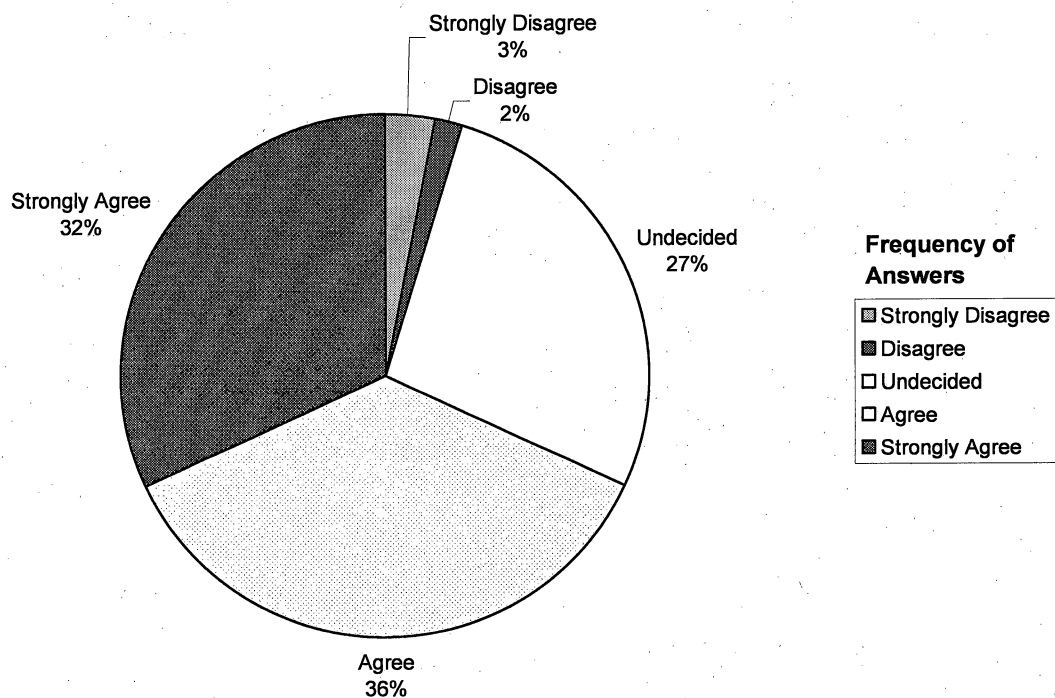
Question 2:

I believe the more involved I am in my child's education the greater success my child will have in school.



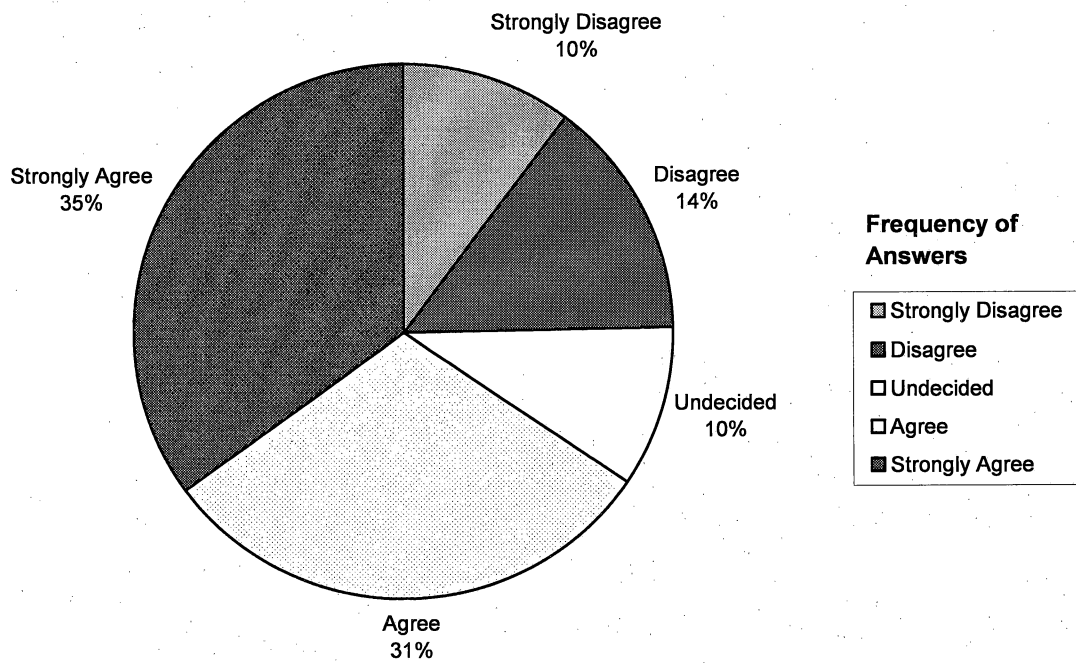
Question 3:

I would attend a Community Family Literacy center for special events such as Family Story Reading , or tips on how to help prepare my preschool child to enter Kindergarten.



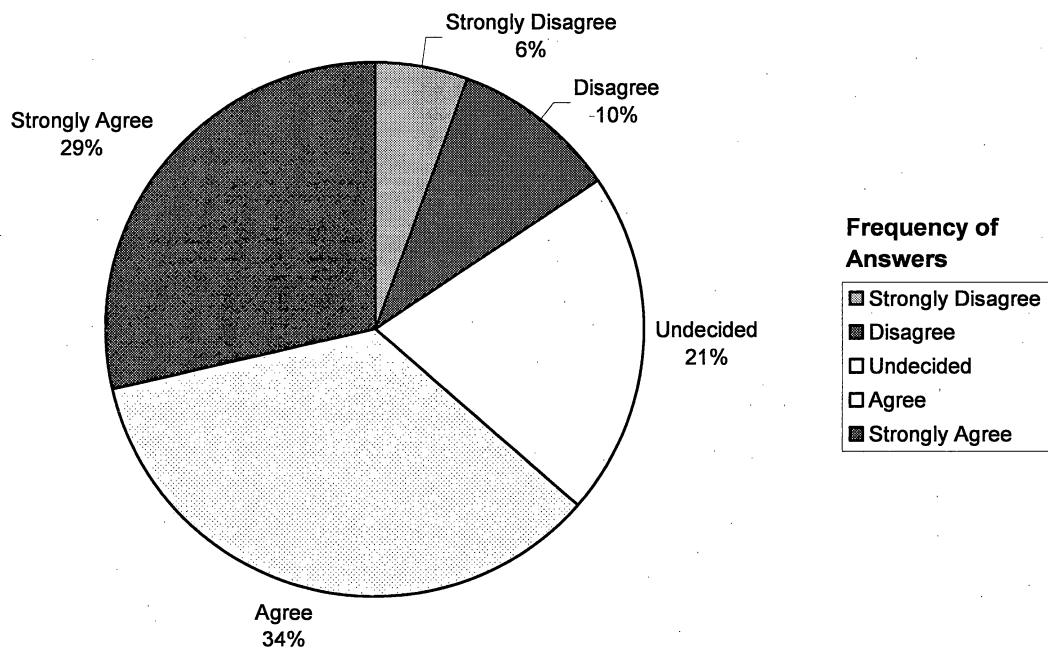
Question 4:

I need support helping my child with daily homework.



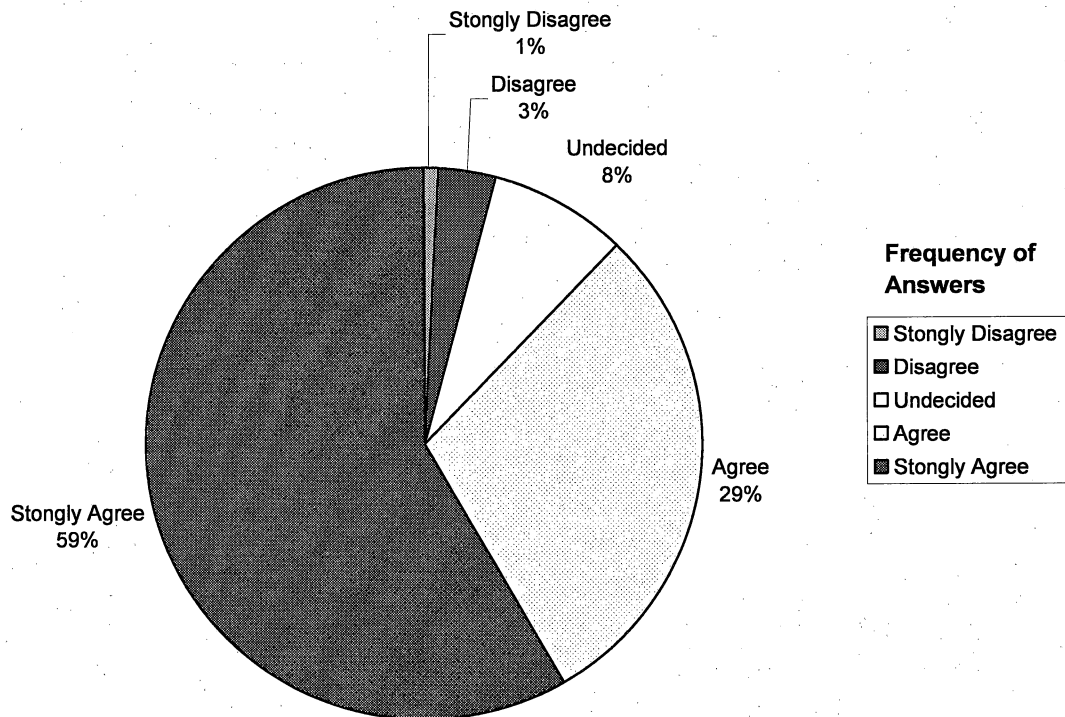
Question 5:

I am interested in talking to other adults about how to help my child succeed in school.



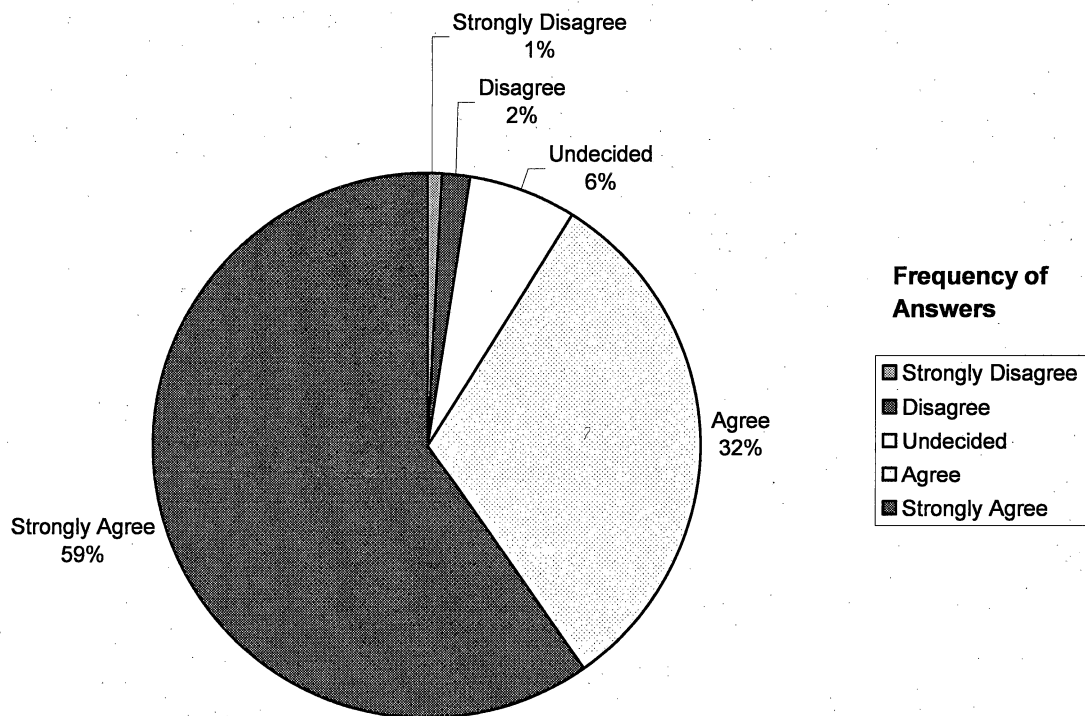
Question 6:

I am interested in having tutors available to help support my child's literacy skills before or after school.



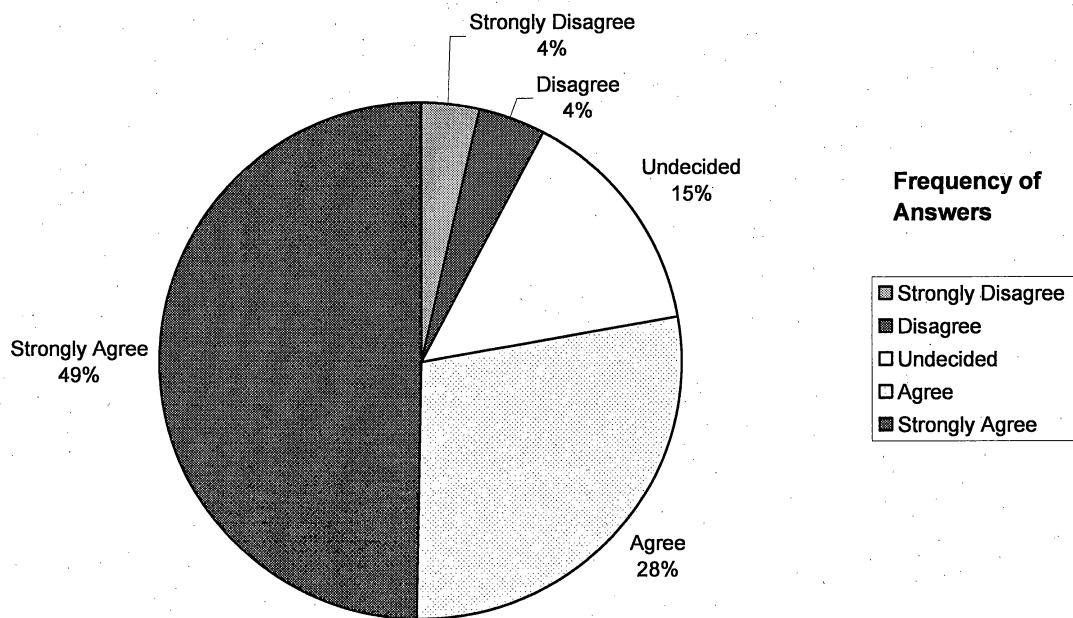
Question 7:

I am interested in having reading books available for checkout to help my beginning reader.



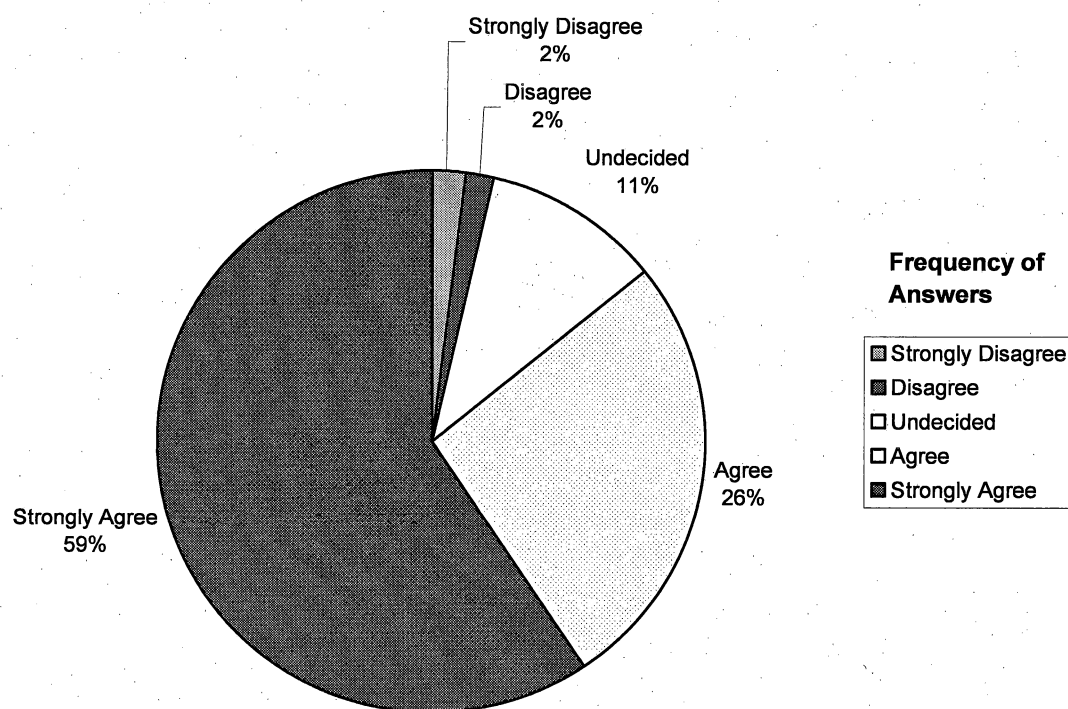
Question 8:

I would bring my children who are under the age of five to early literacy classes (read stories, play games to learn the alphabet, rhyming skills, etc.).



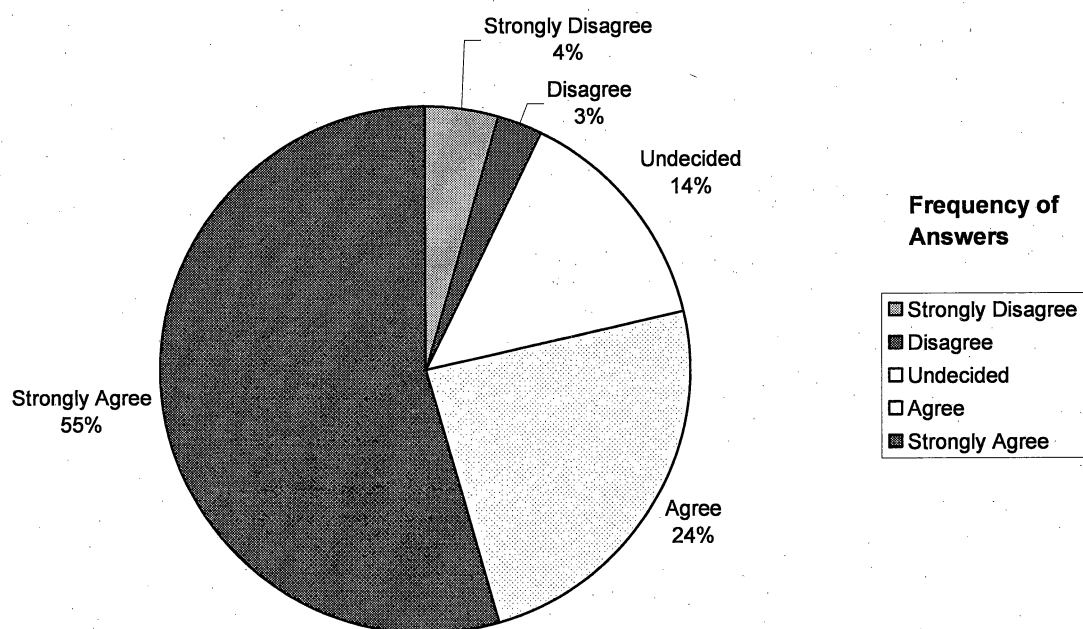
Question 9:

I would bring my children to use the resources (computers, encyclopedias, internet access, etc.) within the center to help with homework.



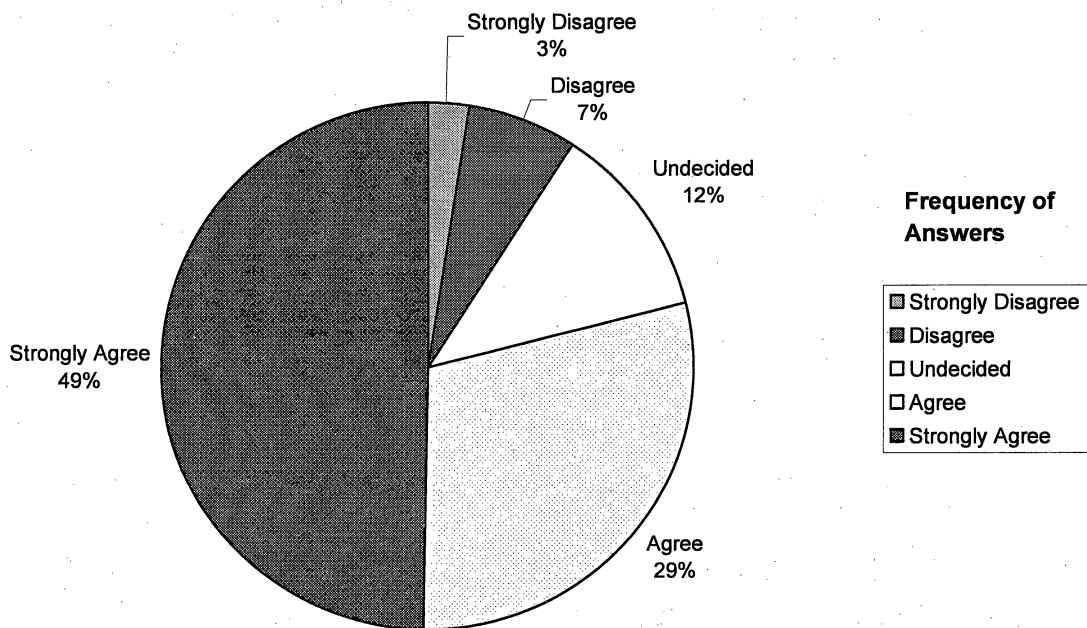
Question 10:

Because of my working hours, I would be interested in having the Community Family Literacy Center open from 7:00 A.M. to 8:00 P.M.



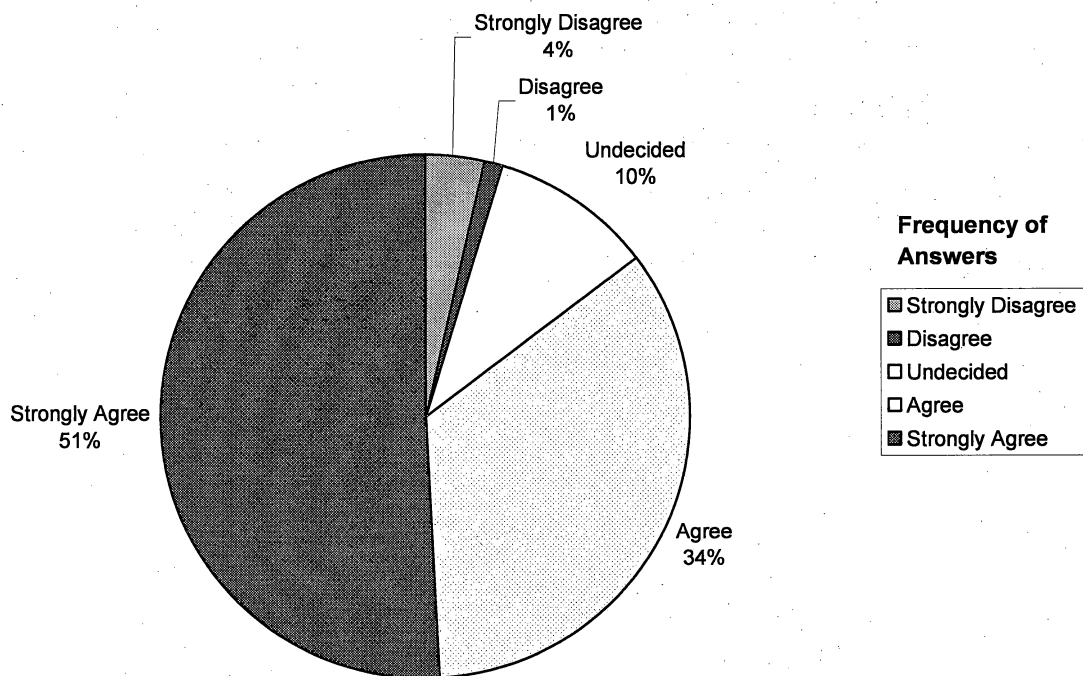
Question 11:

Because of my working hours, I would be interested in having the Community Family Literacy Center being open on Saturdays.



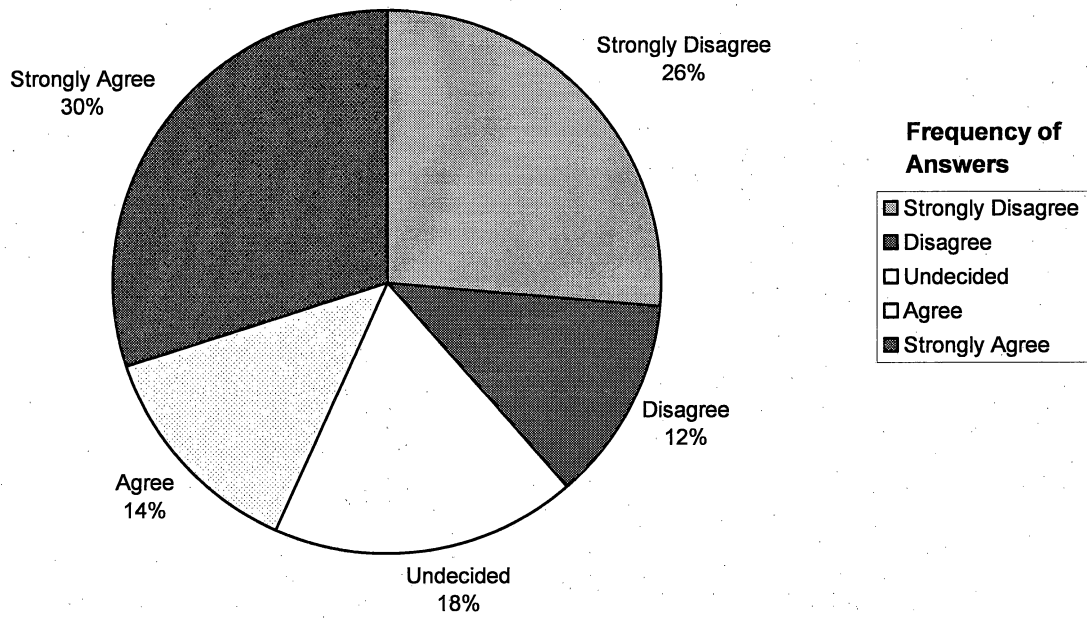
Question 12:

If a Community Family Literacy Center were within walking distance I would take my children to use the resources.



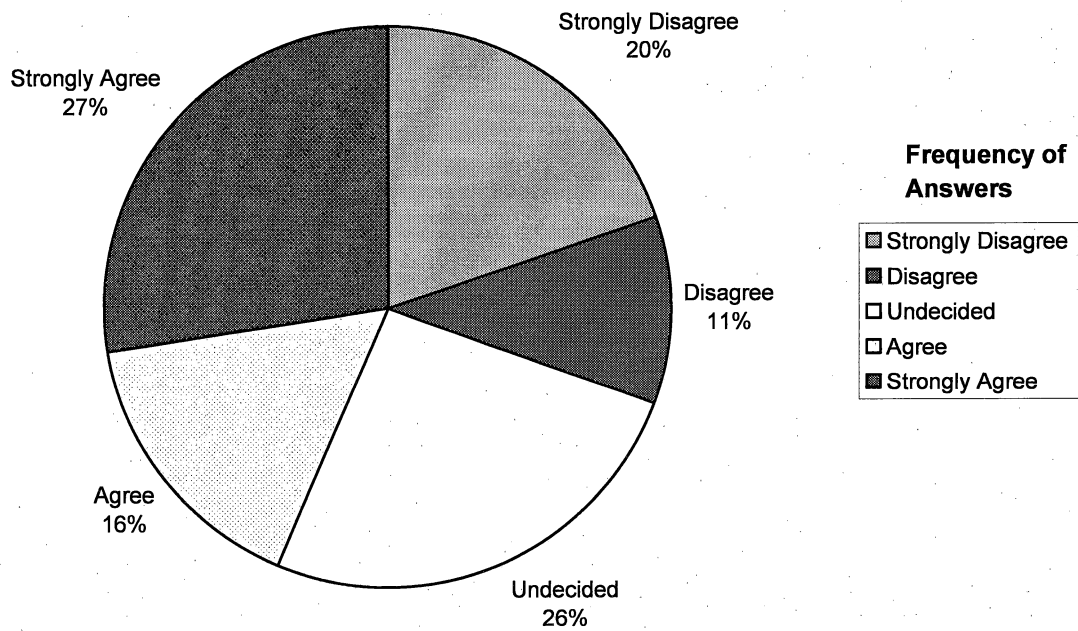
Question 13:

I am interested in taking classes to learn English.



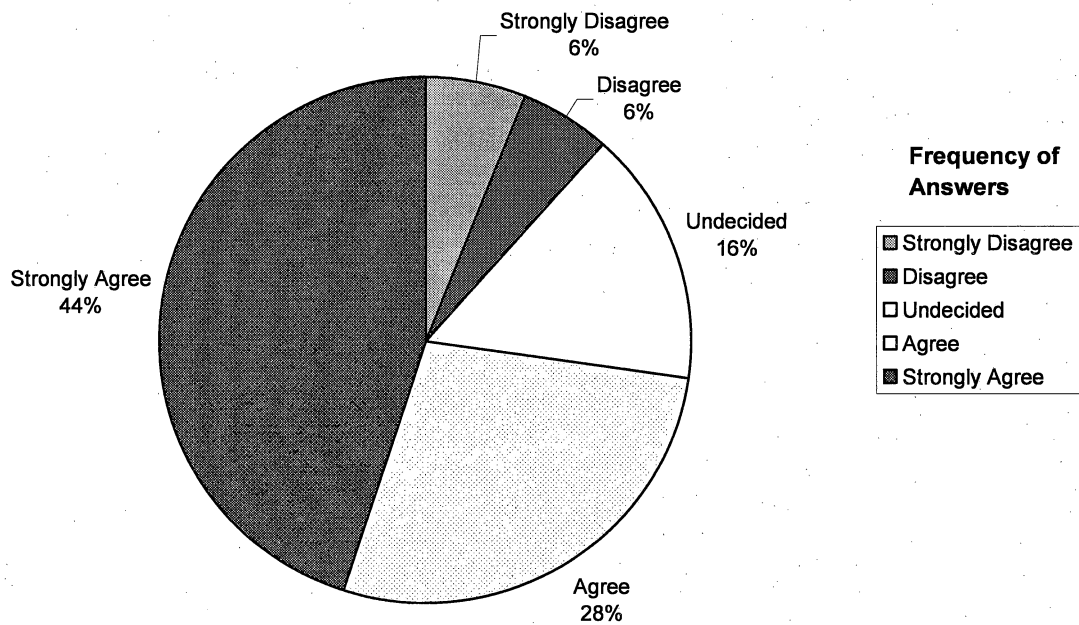
Question 14:

I am interested in taking Adult Literacy classes.



Question 15:

If child care were provided, I would be more likely to attend events and classes provided by a Community Family Literacy Center.



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